Responsible Behaviour Plan for Students

Based on The Code of School Behaviour

1. Purpose
This Responsible Behaviour Plan for Students is designed to facilitate high standards of personal behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

Newtown State School is as committed to providing a safe, supportive and disciplined learning and working environment as it is committed to ensuring students achieve success in the curriculum.

2. Consultation and data review
Newtown State School developed this plan in collaboration with our school community. After a review of behaviour data, Newtown State School made a commitment in 2011 to implement School Wide Positive Behaviour Supports or SWPBS, (later becoming Positive Behaviour for Learning). Broad consultation with parents, staff and students was undertaken and 100% of staff indicated support for the process and the school community was provided with many opportunities to contribute. An active PBL committee is established and is represented by a range of staff, parents and community members. The community have had the opportunity to respond in many ways including via a web page and regular updates are provided in the school newsletter and during parent teacher interviews. Students have also had opportunity to highlight what is important to them. Our vision, expectations and rules have been endorsed by the P&C. The School Opinion Survey, according to staff, parents and students each year, continues to show strong support for and success in the plan. The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director in 2014, and was reviewed in 2016.

3. Learning and behaviour statement
Our vision is that every child at Newtown State School aspires to be a successful learner; to attain excellence in personal achievement and behaviour.

We believe that positive behaviour is enhanced through a whole school approach; our standards are consistent, accountable and fair, as are the interventions and consequences.

Our expectations are that learners are:

- Safe
- Respectful and
- Responsible

These expectations encompass the school rules that are taught across the whole school. They are represented by the rules matrix (appendix 1). These expectations also apply to all adults in our school community; visitors, parents and staff.

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4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

**Universal behaviour support: 100% of students**

At Newtown State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. This also provides a framework for responding to appropriate and inappropriate behaviour. A set of rules in specific settings has been developed for each of our three expectations or values. These rules are outlined in the Matrix (Appendix 1).

These processes and strategies support positive student behaviour:

- Students are expected to wear full school uniform
- Induction program for new staff
- Lesson schedules for each week of the term, with behaviour lessons conducted each Monday by classroom teachers. These lessons include bullying and resilience topics. Many lessons involve role playing specific social skills related to the rules in the matrix
- Lesson highlighted each Monday morning at parade and communicated in the school newsletter
- The rules are reinforced by all staff in all areas of the school during the week and GOTCHA tickets used to reinforce appropriate behaviours
- GOTCHA shop for students to trade tickets for their choice of reward.
- Separate menu for P-3 & 4-6 students provide choices for students
- On parade a weekly raffle draw of one GOTCHA ticket for each class – winners have a choice of 2 weekly prizes
- Bedazzled #1 – weekly class challenge announced on parade
- Behaviour walls in every classroom that visualise the vision, expectations, matrix and positive and negative consequences
- Target charts in every classroom highlighting student attendance
- Preventing and Managing Bullying Policy (Appendix 2)
- Internet Access Agreement (Appendix 3)

Staff are also included in our positive rewards. Individual staff members write a "drop" for our "bucket" to thank them or share in a laugh. The weekly winner of the "bucket" draw receives a small gift.

**Targeted behaviour support: 10-15% of students may need additional supports**

Typically there are small groups of students who require additional support to assist them with their behaviour and/or curriculum success. Students have access to curriculum support if they have been verified with a disability. Students may have access to support in literacy and/or numeracy when their academic results indicate the need. Students who are identified through our data (classroom, playground) as needing targeted behaviour support may be referred to the Classroom Problem Solving Team who meets weekly to discuss students. Small groups of students may not be responding to whole school supports for behaviour so various strategies are suggested by the team depending on the individual. Some students will check-in and out with a staff member who will be able to provide reminders and encouragement during their journey to improving specific behaviours. Others may require a space where they can go to de-escalate or self-regulate (known as chill out and indicated with a chill out card and located in an alternate room) or specific classroom strategies to support them in their learning. Parents/carers may be contacted in this process. Classroom teachers can access classroom profiling, collegial support, peer coaching and guidance from Behaviour Support staff. Students whose behaviour does not improve, or whose previous behaviour indicates a need for specialised intervention, are referred for intensive behaviour support.
**Intensive behaviour support:** 5% of students may need personalised adjustments and supports.

Newtown State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. These students are supported by the Principal, Guidance Officer and Behaviour Support Staff who:

- Develop an individual behaviour support plan, that is continually under review
- Involve parents in the process of developing appropriate support strategies
- Works with and supports classroom teachers to develop strategies
- Monitors the impact of support for individual students through continuous data collection
- Makes adjustments as required for the student
- Seek involvement of community services where appropriate, e.g. paediatrician, mental health services

5. Emergency responses or critical incidents

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

Basic defusing strategies:

*Avoid escalating the problem behaviour*
 Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

*Maintain calmness, respect and detachment*
 Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.

*Approach the student in a non-threatening manner*
 Move slowly and deliberately toward the problem situation, speak privately to the student(s) where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

*Follow through*
 If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

*Debrief*
 (Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations).
An emergency situation or critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action. This may entail sending a red card to the office which is a signal requiring immediate assistance. Alternatively a phone call to the office can be made.

Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy. It may be appropriate in this instance to remove the rest of the class.

Physical Intervention
Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:
- Physically assaulting another student or staff member
- Posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Newtown State School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:
- physical intervention cannot be used as a form of punishment;
- physical intervention must not be used when a less severe response can effectively resolve the situation and the underlying function of the behaviour.

Any physical intervention made must:
- be reasonable in the particular circumstances;
- be in proportion to the circumstances of the incident;
- always be the minimum force needed to achieve the desired result; and
- take into account the age, stature, disability, understanding and gender of the student.

Record keeping
Each instance involving the use of physical intervention must be formally documented. A behaviour incident record should be completed in One School and include the results of debriefing with staff and student(s) involved.

Staff Welfare
Following an emergency/critical/accrccc incident, staff are engaged in a debrief and provided access to support if necessary.

6. Consequences for unacceptable behaviour
Newtown State School makes every effort to prevent unacceptable behaviours by explicitly teaching and positively reinforcing expectations on an ongoing basis. Staff members at Newtown State School ensure they are utilising the Essential Skills for Classroom Management. When unacceptable behaviour does occur, staff are guided by these common understandings:
• Staff initially determine if the problem behaviour is minor or major and then follow the flow chart of consequences (Appendix 4) or the more detailed narrative (Appendix 5) which provides specific examples of strategies that can be used in order of least intrusive to more intrusive.
• Staff ensure that they refer to the common language used to describe the expectations, rules and positive or negative consequences.
• The positive and negative consequences are displayed in every classroom and used by teachers to reinforce them.
• Students are made aware through their lessons of the flow chart and the difference between minor and major behaviours.

**Minor and major behaviours**

When responding to problem behaviour, the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- **Minor** problem behaviour is handled by staff members at the time it happens. Repeated minor problem behaviour may be referred onto the MC Room (Mediation/Contemplation room).
- **Major** problem behaviour is referred onto the MC Room.

**Consequences for minor problem behaviours** are logically connected to the problem behaviour and typically result in the application of the following steps:
1. **Redirection** (rule reminder)
2. **Warning/Choice**
3. Short-term withdrawal from the activity or event for a specified period of time to thinking space – in class for 10 minutes or thinking seat for playtime activities.

**Consequences for major problem behaviours or repeated minor behaviours** will result in an immediate referral to the MC Room. The MC Room is an alternate classroom space that may be used as a consequence or as a space for self-regulation/de-escalation. It is staffed at all times throughout the day and involves consultation and monitoring with the principal and deputy principal.

When a student is referred to the MC Room as a consequence for problem behaviour, they complete a reflection sheet outlining what happened, what school values was not upheld and a more appropriate choice that can be made next time. The student then participates in a conversation with the supervisor around the reflection sheet which is then taken home by the students for the parent/carer to sign.

The consequences applied vary according to the situation, but will result in one or more of the following:

- **Repeated minor:**
  - Once steps 1-3 above have not resulted in the desired student response, referral to the MC Room for the remainder of the session to complete work (if the problem behaviour occurs in class) and to complete the reflection process.
  - Being sent to MC Room a second time in one day results in an immediate phone call home.

- **Major:**
  - Extended time in the MC Room (reflection process completed) or internal suspension.
  - Parent/carer contact.
  - Suspension, after consideration given to all other responses.
  - Exclusion.
- Loss of privilege (e.g. to participate in excursions/incursions, camps, extra-curricular experiences)
- Referral to Whole School Support Services (with possible on-referral to Guidance Officer, Behaviour Support Team, Complex Case Management Team or other relevant service)

**Behaviour Data**
Data for all problem behaviour is recorded into OneSchool. It is regularly reviewed by the Classroom Problem Solving Team to develop specific plans for individual students. It is analysed each term by the Positive Behaviour for Learning team and a summary is communicated to all staff. The focus for the weekly behaviour lesson is determined in response to the data each term and communicated in the newsletter and on the whole school assembly.

**7. Network of student support**
Students at Newtown State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:
- Parents & Teachers as partners
- Teachers include Case Managers, Support Staff and Administration Staff
- Specialists including Behaviour Support Teachers, Guidance Officer and Advisory Visiting Teachers
- School Chaplain
- Adopt-a-cop

Support is also available through the following government and community agencies:
- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police

**8. Consideration of individual circumstances**
The individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

Newtown State School considers the individual circumstances of students when applying support and consequences by:
- Promoting an environment which is responsive to the diverse needs of its students
- Establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- Recognising and taking into account students’ age, gender, disability, cultural background, socioeconomic situation and their emotional state
- Recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  - receive adjustments appropriate to their learning and/or impairment needs
- This means at times, there may be a perception that some students are treated differently or even unfairly from the view of a bystander.
Parents are to be reminded that they should address concerns directly to the school administration. Details regarding other students remain confidential.

9. Related legislation
   - Commonwealth Disability Discrimination Act 1992
   - Commonwealth Disability Standards for Education 2005
   - Education (General Provisions) Act 2006
   - Education (General Provisions) Regulation 2006
   - Criminal Code Act 1899
   - Anti-Discrimination Act 1991
   - Commission for Children and Young People and Child Guardian Act 2000
   - Judicial Review Act 1991
   - Workplace Health and Safety Act 2011
   - Workplace Health and Safety Regulation 2011
   - Right to Information Act 2009
   - Information Privacy (IP) Act 2009

10. Related policies and procedures
    - Statement of expectations for a disciplined school environment policy
    - Safe, Supportive and Disciplined School Environment
    - Inclusive Education
    - Enrolment in State Primary, Secondary and Special Schools
    - Student Dress Code
    - Student Protection
    - Hostile People on School Premises, Wilful Disturbance and Trespass
    - Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
    - Acceptable Use of the Department’s Information, Communication and Technology (ICT) Network and Systems
    - Managing Electronic Identities and Identity Management
    - Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
    - Temporary Removal of Student Property by School Staff

11. Some related resources
    - National Safe Schools Framework
    - Working Together resources for schools
    - Cybersafety and schools resources
    - Bullying. No way!
    - Take a Stand Together
    - Safe Schools Hub

Endorsement

Principal

P&C President

Date effective: from 23 January 2017 to 31 December 2019