Responsible Behaviour Plan for Students

1. Purpose

Statement of Purpose: Crestmead State School is committed to ensuring that every day, in every lesson, every student is learning and achieving within a safe, supportive and disciplined learning environment.

School Vision and Motto:

Excellence • Positivity • Community
We are all learning and achieving.

Our school vision and motto supports our aim to facilitate high standards so that the learning and teaching in our school can be effective and students can participate positively within our school community.

2. Consultation and data review

Crestmead State School developed this plan in collaboration with our school community. A review of school data relating to PBL, school disciplinary absences and behaviour incidents also informed the development process.

The Plan was endorsed by the Principal and the President of the P&C.

3. Learning and behaviour statement

A focus on promoting behaviours that facilitate learning is crucial to supportive, safe and cohesive learning communities that contribute to staff and student wellbeing. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. Our school-wide framework for managing behaviour is Positive Behaviour for Learning (PBL).

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviours and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour assist our school to create and maintain a positive and productive learning and
teaching environment, where all school community members have clear and consistent expectations and understanding of their role in the education process.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

- Be a learner
- Be respectful
- Be co-operative
- Be safe

Our school rules have been agreed upon and endorsed by staff and our school’s P&C. They are aligned with the values, principles and expected standards outlined in the Department of Education, Training and Employment’s Code of School Behaviour.

Our school articulates our commitment to responsible behaviour through our school pledge:

- I will always try to do the right thing at school and at home.
- I will always try to be a good friend.
- I will look after my own and other people’s belongings.
- I will be polite at all times.
- I will show respect to those around me.
- I am proud of myself, my family and my school

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

**Universal behaviour support**

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Crestmead State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support – a strategy directed towards all students which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.
A set of behavioural expectation in specific settings has been attached to each of our four school rules. The PBL Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

<table>
<thead>
<tr>
<th>Transitions, Routines, Before/After School</th>
<th>Outside the Classroom</th>
<th>Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>* I act calmly and consider others when moving around the school</td>
<td>* I play safely in the correct area before and after school</td>
<td>* I am on time for my learning and the teaching in the classroom</td>
</tr>
<tr>
<td>* I take appropriately and return equipment</td>
<td>* I play appropriately and follow the rules</td>
<td>* I respect the right of others to learn and the teacher’s right to teach</td>
</tr>
<tr>
<td>* I keep clear of my supervised area’s</td>
<td>* I am at school, on time, all day every day</td>
<td>* I last preparation of classroom</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Whole School</th>
<th>Be Respectful</th>
<th>Be a Learner</th>
<th>Be Safe</th>
<th>Be Co-Operative</th>
</tr>
</thead>
<tbody>
<tr>
<td>* I use manners, other adults and my peers and show consideration for others and their feelings</td>
<td>* I know and apply the high 5 (hands, feet, mouth and objects to myself)</td>
<td>* I know and respect other people’s boundaries</td>
<td>* I respect and co-operate with others at all times (classroom, playing)</td>
<td></td>
</tr>
<tr>
<td>* I am an active learner (I participate in activities and ask questions to help my learning)</td>
<td>* I use my best behaviour</td>
<td>* I look out for the safety of others and time</td>
<td>* I make safe choices</td>
<td></td>
</tr>
<tr>
<td>* I am prepared and prepared for learning (body, equipment and space)</td>
<td>* I take appropriate responsibility for my actions</td>
<td>* I am aware of personal safety when inside the school grounds</td>
<td>* I follow the rules and respect the consequences of my actions</td>
<td></td>
</tr>
<tr>
<td>* I follow protocol for school assemblies</td>
<td>* I am responsible for my actions and following after equipment</td>
<td>* I am aware of personal safety</td>
<td>* I show respect for others and their rights</td>
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Queensland Government

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These expectations are **communicated to students** via a number of strategies, including:

- Behaviour lessons conducted weekly by classroom teachers
- PBL weekly focus reinforced at school assemblies, school newsletter, school's Facebook page, and during active supervision by staff during classroom and non-classroom activities

Crestmead State School implements the following proactive, preventative processes and strategies to support student behaviour:

- PBL focus is included in the fortnightly newsletter
- School Leadership team member’s regular provision of PBL information to staff
- School's behaviour plan outlined to students and parents upon enrolment
- Induction program delivered to new staff
- Information provided to relief staff
- Individual support profiles developed for students with high behavioural needs. This enables staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

Specific policies have been developed to address:

- The Use of Personal Technology Devices at School (Appendix 1)
- Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2); and
- Appropriate Use of Social Media (Appendix 3)
Reinforcing expected school behaviour
At Crestmead State School, communication of our key messages about behaviour is encouraged through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are involved in giving consistent and appropriate acknowledgment and rewards.

<table>
<thead>
<tr>
<th>Small Super Learner Stickers</th>
<th>Large Rules Stickers (for shirt)</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Sticker Image" /></td>
<td><img src="image2" alt="Sticker Image" /></td>
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<table>
<thead>
<tr>
<th>Superhero Slip</th>
<th>Purple Slips</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image3" alt="Slip Image" /></td>
<td><img src="image4" alt="Slip Image" /></td>
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<table>
<thead>
<tr>
<th>Positive Postcard</th>
<th>Principal’s Champion Award</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image5" alt="Postcard Image" /></td>
<td><img src="image6" alt="Award Image" /></td>
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</tbody>
</table>

Responding to unacceptable behaviour
When a student exhibits low-level problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school’s expectations.

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.
The process for responding to problem behaviour:

### REDIRECTION
Be Respectful  Be Safe  Be a Learner  Be Co-Operative

### WARNING
1. What are you doing?
2. What should you be doing?
3. What happens if you do it again?

### THINKING CHAIR/SPOT
1. What are you doing?
2. What should you be doing?
3. What happens if you do it again?
   - 5 minutes

### REFLECTION CLASS
   - 10 minutes

### OneSchool REFERRAL
   - Deputy Principal

Each year a number of students at Crestmead State School are identified through our data as needing more structured support in the way of targeted behavioural support. In most cases, the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students’ learning and social success at risk if not addressed in a timely manner.

In collaboration between classroom teacher, BAT (Behaviour Advisory Teacher) and the Deputy Principal, these students may be provided with additional support through such examples as check ins/check outs, supported play, communication book, and/or supervised play plans. Students may be included in programs such as Rock and Water, Drumbeats, Pink & Green Clubs, gardening, bike restoration and/or cooking to support their additional behavioural needs.

Crestmead 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. The Behaviour Team at Crestmead State School operate ‘The Hub’. The Hub provides short term behaviour intervention program focusing on re-engaging students with learning.
5. Emergency behaviour responses or critical behaviour 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.

An emergency behaviour situation or critical behaviour incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

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.

Initial defusing strategies

1. 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.

2. 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.

3. 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.

4. 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.

5. 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.

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; or
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Crestmead 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.

Physical intervention is not to be used as a response to:
- property destruction;
- school disruption;
- refusal to comply;
- verbal threats; and
- leaving a classroom or the school, unless student safety is clearly threatened.

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

6. Consequences for unacceptable behaviour
Crestmead State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. An office referral form is used to record all major problem behaviour. The recording of three minor behaviours constitutes a major behaviour.

**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.
- **Major** problem behaviour is referred directly to the school Leadership team member.

**Minor** behaviours are those that:
- are minor breaches of the school rules;
- do not seriously harm others
- do not violate the rights of others in any other serious way;
- and do not require involvement of specialist support staff or Leadership team member/s.

Minor problem behaviours may result in the following consequences:
- a minor consequence that is logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
• a re-direction procedure. The staff member takes the student aside and:
  1. asks the student to name the behaviour that the student is displaying;
  2. asks the student to name expected school behaviour;
  3. states and explains expected school behaviour if necessary; and
  4. gives positive verbal acknowledgement for expected school behaviour.

**Major** behaviours are those that:
• significantly violate the rights of others;
• put others / self at risk of harm; and
• require the involvement of school Leadership team member/s.

**Major** behaviours result in an immediate referral to Leadership team member because of its seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour to the student and remind them of the expected school behaviour. The staff member then completes the office referral form and contacts the Leadership team member for support.

Major problem behaviours may result in the following consequences:
• Time in office, removal to withdrawal room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence;
• Parent contact, referral to Student Needs Action Committee; referral to Behaviour Team, suspension from school; and/or
• Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

### 7. Network of student support

Students at Crestmead State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Behaviour Team
- School Chaplain
- Senior Guidance Officer

Support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health (CYMHS)
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council

### 8. Consideration of individual circumstances

When choosing responses to student behaviour, a range of significant factors is considered. These include context, emotional well-being, culture, gender, race, socioeconomic situation and impairment, all of which can influence the way in which students act and react to adult responses.
Consequences for breaking the rules or breaching the School’s Responsible Behaviour Plan for students vary according to a number of factors which may include:

- Age of the child / Developmental Stages of the child
- Previous behaviour record
- Severity of the incident
- Amount of reliable evidence
- Degree of provocation
- Intent of the action
- Honesty and perceived level of genuine remorse
- Pattern of unacceptable behaviour

Crestmead State School is mindful that students at educational risk are supported to develop appropriate socially acceptable behaviours so they can become responsible members of the community as indicated in the below statement.

Students at educational risk are those students whose experience of schooling, together with other factors in their lives, makes them vulnerable to not completing twelve years of schooling or equivalent qualification, or not achieving to their potential, the essential knowledge and skills for effective participation in work, relationships and families, and as active citizens in the community.

Consideration is also made concerning students with disabilities and the impact any disabilities have on their ability to control behaviour, being mindful that all students and staff have a right to learn and work in a safe, supportive environment.

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 or Chair, School Council

Date effective: from …………………………………………. to ………………………………………….