

Bellenden Ker State School

Responsible Behaviour Plan for Students





BELLENDEN KER STATE SCHOOL

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1. PURPOSE

Bellenden Ker State School's is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

2. LEARNING AND BEHAVIOUR STATEMENT

All areas of Bellenden Ker State School are learning and teaching environments. 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 Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Bellenden Ker State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

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

- **CARE**
- **COMMON SENSE**
- **COURTESY**
- **CO-OPERATION**
- **CONCENTRATION**

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

3. PROCESSES FOR FACILITATING STANDARDS OF POSITIVE BEHAVIOUR AND RESPONDING TO UNACCEPTABLE BEHAVIOUR

To facilitate high standards of positive behaviour is communicating those standards to all students. 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. These expectations are communicated to students via weekly behaviour lessons.

Positive Acknowledgement for Expected School Behaviour (Level 1)

At Bellenden Ker State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition system has been developed based on positively acknowledging expected school behaviours. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff.

Bellenden Ker State School Student of the Week

Each fortnight the staff issue a Student of the Week award to a student who has been observed following school rules in both classroom and non-classroom areas. The Student of the Week awards are announced at the weekly school parade to re-enforce the importance of this award.

Level 1: Positive Individual Behaviour		
Student Behaviour	Teacher Action	Extra Support
<i>Respect the rights of self and others. e.g.</i>	Positively reinforce behaviour with appropriate comments and specific feedback. e.g.	Involve fellow students, teachers and parents. e.g.
<i>Staying in seat</i> Wearing hat & shoes in playground Following instructions Working quietly Being prepared Caring for others & property Showing initiative Being courteous Sharing	Language of acknowledgement Verbal praise and encouragement Rewards – stickers Privileges – help a classmate Display work Awards – whole class - individual Give responsibilities Share with others Levels of Excellence points Teachers Model rules Language of expectation	Share good work Class work recognition in Newsletter Send home positive acknowledgement, make a phone call, and make a point of contacting parents in some way that celebrates positive behaviours. Complete OneSchool Positive Behaviour Record Structured Organised Play activities

Teacher Support (Level 2)

Teachers implement planned and incidental strategies in the classroom/playground to teach effective work habits, to develop social skills and to build a good rapport with students. Minor breaches of behaviour are dealt with by the teacher as needed.

Targeted behaviour support occurs where students consistently breach the school's Responsible Behaviour Plan for Students and the classroom/playground rules. Teachers use ESCM (Essential Skills for Classroom Management) strategies as support for managing such behaviour. (See related resources)

Teachers support students through the following targeted intervention:

- Relationship building with student through one on one support with curriculum work, proximity in the classroom
- Use of the school's reward program to target support and encourage on-task and appropriate behaviour
- Contact with parents when problems persist, using a polite and positive approach with the aim of building a productive partnership.

Responding to Unacceptable Behaviour

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is redirection. The staff member reminds 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.

Level 2: Individual Misbehaviour (Non-Disruptive)		
Student Behaviour	Teacher Action	Extra Support
Respects the rights of others but has difficulties which may cause minor disruptions. e.g.	Seek solution to problem with student. Consult with others. Employ strategies. e.g.	Gain help from other staff or parents. e.g.
Not listening Asking to go to the toilet/drink frequently No effort with homework Rudeness Late to class from play Not having necessary books etc. Not wearing hat/shoes in playground Being in wrong play area Littering Possession of PTD during school hours without permission Running on concrete Entering classrooms without permission Eating/having food in wrong area	Language of Expectation, Acknowledgement and Correction Reinforce success Soft verbal reprimand Class meetings Informal parent contact e.g. - Communication book -email Call for attention Remind of school rules Accompany teacher on playground duty	Discuss strategies with fellow colleagues Parental input e.g. medical reason, similar patterns at home, gain support from parents

Extra Support (Level 3 & 4)

When a student's minor infringements continue to disrupt the class/playground environment, or when minor infringements move to more serious breaches of the school's plan, more extensive support is put into place. This may involve support provided by other staff or external agencies. More serious breaches include but are not limited to:

Teachers determine when a student needs more support. Initially this may involve the student being referred to the following:

- 'Time-out' in the classroom
- Teacher to develop and implement an Individual Behaviour Management Plan

Parent involvement must continue through all management stages. Parent interviews with the class teacher, student and Principal or are focussed on a co-ordinated approach to setting a more positive pattern of behaviour.

Level 3: Adverse Behaviour Affecting Others <i>(Teacher manages problem)</i>		
Student Behaviour	Teacher Action	Extra Support
Violates the rights of others. Has continuing problems. e.g.	Consults with others. Employ strategies. e.g.	Gain help from other staff or parents.e.g.
Refusal to work Rude and unresponsive in class Playing unfairly or in the incorrect area Minor damage to equipment or environment Using dangerous objects Disobeying instructions/Non-compliance Littering Inappropriate language Teasing/name calling Pushing/Shoving	REMIND, WARN, ACTION Reinforce success Language of Expectation, Acknowledgement and Correction Keep anecdotal records Use behaviour contract Use appropriate Time-out Exclude from playground Exclude from class activity Formal parent contact Complete One School Incident	Link with Administration

Level 4: Repeated/Significant Behaviour Affecting Others

(Teacher and Administration manages the problem)

Student Behaviour	Teacher Action	Extra Support
Breaches the rights of others. Regular and serious infringements of other's rights. e.g.	Consults with others. Employ strategies. e.g.	Involve Support staff e.g.
Persistent disruption to class Deliberate misbehaviour Physical or verbal assault Damage to property Leaving school grounds without permission Wilful disobedience in response to adult requests and/or attempts to assist Stealing Offensive language/racial slurs Aggressive/threatening language Repeated harassment/bullying incidents Threatening intimidation Throwing objects	Exclusion from a task, group Exclusion from playground Individual Behaviour Contract Log incident on One School Time-out referral Formal meeting with parents Referral to Special Needs committee Verbal communication with administration	Appropriate support after Special Needs Committee meets Internal withdrawal Teacher and Administration co-jointly manage student

3.1. Intensive Behaviour Support (Level 5 & 6)

Intensive behaviour support is required for students who demonstrate chronic and /or severe and challenging behaviour. That is, the behaviour is of such frequency and intensity that there is a distinct risk of learning disengagement for the student concerned and significant disruption to the learning of others. The behaviour may also pose a high risk of injury to the student or others.

This level of support occurs when other less intensive strategies have been employed but have not met the student's learning support needs. This process identify these increased support needs and the escalation to the formation of a Complex Case Team to support the student. The CCT, including external stakeholders, meet regularly to develop goals, actions and timelines to support the student then review the outcomes of the intensive behaviour support.

Bellenden Ker 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 *Complex Case Management Team*:

- facilitates a Comprehensive Functional Behaviour Assessment for appropriate students;
- works with other staff members to develop appropriate behaviour support strategies;
- monitors the impact of support for individual students through ongoing data collection;
- engages with external agencies involved with the student/family; and
- makes adjustments as required for the student.

Level 5 : Serious & Anti-Social Behaviour

(Administration manages the student)

Student Behaviour	Teacher Action	Extra Support
Seriously breaches rights of others and shows no signs of wanting to change e.g.	Problem is referred directly to Administration e.g.	Involve Administration e.g.
Verbal Abuse/directed profanity Dangerous activity Possession of weapons Vandalism Blatant disrespect Major defiance to instructions/requests by adults Acting in an Uncontrollable manner Use of or supply of alcohol/tobacco Serious physical aggression Throwing furniture, large objects Use of PTD to harass, intimidate	De-escalation/defusing strategies Language of Correction In-school withdrawal by arrangement with parents Formal meeting with parents Formal suspension Recommendation for exclusion Immediate contact with administration Recording of incident on <i>One School</i>	Referral to Behaviour Support Services e.g. PLC Referral to community agency Contact QPS

Level 6 : Severe Behaviour Problem /Critical Incidents

(Administration manages the student)

Student Behaviour	Teacher Action	Extra Support
Seriously breaches rights of others and places physical safety of self or others in serious jeopardy e.g.	Problem is referred immediately to Administration.	Involve Administration & other Agencies e.g.
Possession/use of weapons Sexual assault Physical assault occasioning bodily harm Attempted suicide Arson Making Bomb threats etc that potentially place school property and people at serious risk of danger Use of or supply of drugs	Immediate contact with Administration Call appropriate emergency response service QPS, QAS, QFS Contact Student's Guardian Formal suspension and/or recommendation for exclusion	Administration deals with the student: Contact Child Safety Referral to Behaviour Support Services – FLC, PLC Referral to community agencies Contact QPS Contact Emergency Services

4. Emergency or Critical Incident Responses

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 situation or critical 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.

Basic 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.

5. Consequences for Unacceptable Behaviour

Bellenden Ker 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. OneSchool is used to record minor and major problem 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 Administration team.

Minor behaviours are those that:

- are minor breeches of the school rules;
- do not seriously harm others or cause you to suspect that the student may be harmed;
- do not violate the rights of others in any other serious way;
- are not part of a pattern of problem behaviours; and
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences (Levels 2 & 3):

- 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. names 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 Administration.

Major behaviours result in an immediate referral to Administration because of their seriousness (Levels 4, 5 or 6). 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 will either escorts the student to Administration or contact Administration to collect the student. The staff member will complete a OneSchool entry (Major) detailing the behaviour incident for the Administration to action.

Major problem behaviours may result in the following consequences:

- Level Four: Time-out, removal to buddy class, alternate lunchtime activities, loss of privilege, restitution, loss of play times, warning regarding future consequence for repeated offence,

AND/OR

- Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, removal to Admin, internal withdrawal, suspension from school.
- Level Five & Six: 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.

The following table outlines examples of minor and major problem behaviours:

POSITIVE	MINOR		MAJOR		
	Level One	Level Two	Level Three	Level Four	Level Five
Positive Behaviour	Non-Disruptive	Repeated/Disruptive	Persistently Repeated /Significantly Disruptive	Serious & Anti-Social	Severe Problem /Critical Incidents
<ul style="list-style-type: none"> • <i>Staying in seat</i> • Wearing hat & shoes in playground • Following instructions • Working quietly • Being prepared • Caring for others & property • Showing initiative • Being courteous • Sharing 	<ul style="list-style-type: none"> • Not listening • Asking to go to the toilet/drink frequently • No effort with homework • Rudeness • Late to class from play • Not wearing hat/shoes in playground • Being in wrong play area • Littering • Possession of PTD during school hours without permission • Running on concrete • Entering classrooms without permission • Eating/having food in wrong area 	<ul style="list-style-type: none"> • Refusal to work • Rude and unresponsive in class • Calling out • Disrespectful tone • Continually arriving late after play • Continued refusal to accept responsibility for actions • Leaving classroom without permission • Continually plays without hat • Playing unfairly • Playing in incorrect area • Minor damage to clothing, equipment or environment • Using dangerous objects • Disobeying instructions/Non-compliance • Being Unco-operative • Littering • Riding scooters, bikes, skateboards in school grounds • Incorrect use of equipment • Inappropriate language • Inappropriate uniform attire • Petty theft • Teasing/name calling • Pushing/Shoving • Use of PTD in school hours without permission. 	<ul style="list-style-type: none"> • <i>Persistent disruption to class</i> • <i>Deliberate misbehaviour</i> • Physical assault • Verbal assault • Damage to property • Leaving school grounds without permission • Wilful disobedience in response to adult requests and/or attempts to assist • Stealing • Refusal to accept responsibility for own actions • Offensive language/racial slurs • Aggressive/threatening language • Repeated harassment/bullying incidents • Threatening intimidation • Throwing objects 	<ul style="list-style-type: none"> • Verbal Abuse/directed profanity • Dangerous activity • Possession of weapons • Vandalism • Blatant disrespect • Major defiance to instructions/requests by adults • Acting in an Uncontrollable manner • Use of or supply of alcohol/tobacco • Serious physical aggression • Throwing furniture, large objects • Use of PTD to harass, intimidate 	<ul style="list-style-type: none"> • Possession/use of weapons • Sexual assault • Physical assault occasioning bodily harm • Attempted suicide • Arson • Making Bomb threats etc that potentially place school property and people at serious risk of danger • Use of or supply of drugs
Staff Managed	Staff Managed	Staff Managed	Staff /Admin Managed	Admin Managed	
OneSchool Positive	OneSchool Not Required	OneSchool Minor	OneSchool Minor	OneSchool Major	

Relate problem behaviours to expected school behaviours

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour;
- explain how their behaviour differs from expected school behaviour;
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

Should a problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Ensuring consistent responses to problem behaviour

At Bellenden Ker State School, staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Students also receive training in how to respond appropriately when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

6. 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](#)

7. Related Departmental 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](#)

8. Some Related Resources

- [Bullying. No Way!](#)
- [Schoolwide Positive Behaviour Support](#)
- [Code of Conduct for School Students Travelling on Buses](#)