Dalby South State School

Responsible Behaviour Plan for Students

Based on The Code of School Behaviour

Rationale:

Dalby South State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

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

The Dalby South School learning community is committed to the development of a learning environment where students can be happy and where optimal learning can take place.

We recognise that to be a learner at Dalby South State School students need to be:

- Respectful
- Responsible
- Safe

A major part of the teacher’s role is to ensure that children will learn and develop within their school environment without disruptive behaviour hindering their success and enjoyment of learning. It is also expected that students will respect the teachers’ fundamental right to teach without disruptive behaviours hindering their success and enjoyment of teaching.

We also acknowledge that for students to become productive members of society, teachers must help them to develop responsibility for their actions by teaching explicitly both social and problem solving skills.

The establishment of good discipline in our school depends upon both school personnel and parents working towards the same goals and insisting on acceptable standards of behaviour being maintained for the enhanced outcomes of our students and our school.

Our school is a proponent of the Positive Behaviour For Learning program that originates out of the United States, and has been developed in Queensland by Dr Tim Lewis through the University of Missouri and Education Queensland. Dalby South State School is one of many schools across Queensland involved in the program.

These values and beliefs are the foundation of our Responsible Behaviour Plan for Students.
Beliefs about Learning and Behaviour:
As a school community we believe that PB4L is the most appropriate approach to use with students. We know that no single strategy will achieve positive outcomes for all students and, as a result, we have adopted this multi-element approach. We believe that our students respond best to positive reinforcement. Positive behaviours are established through teaching new skills while responding effectively to problematic behaviours.
We at Dalby South State School operate by the following beliefs about behaviour and learning:

- Education is a life-long process;
- Gender is not a determinant of capacity to learn;
- Children with disabilities are encouraged to access all educational opportunities;
- Children learn at different rates;
- Students, parents and teachers are part of a team;
- The school is a focal point of the community;
- Good manners and respect are integral to learning;
- Children learn by a variety of activities;
- Our school community provides appropriate social role models;
- An attractive environment enhances learning;

Our strategy is grounded in the belief that the practices and behaviours of teachers and other adult staff at the school can, and do, influence student behaviours. The systems that constitute our strategy aim towards ensuring that staff practices include a range of approaches and are deliberately chosen in response to data based approaches to problem solving and design interventions based on the function of behavior. At South we focus strongly on the development of social skills.
Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour:

Universal Behaviour Support
A whole school approach means everybody committing to the provision of a safe and supportive learning environment. We use the PB4L as the foundation of our behaviour management plan and social skills development. This then links with the National Safe School’s Framework checklist for school communities to assess and develop a comprehensive approach to behaviour support.

School values, ethos, culture, structures and student welfare
Our School Community values the maintenance of a safe and supportive learning environment through shared values and expectations. “To be a Learner at Dalby South State School I will be Respectful, Responsible and Safe”. At our school a culture of understanding and acceptance exists in relation to social justice. These being, disability, ethnicity, religious beliefs or socio-economic status.
Our school culture is positive and inclusive, valuing the contributions and diversity made by all members of our school community equally.

Establishment of agreed policies, programs and procedures
Our school outlines clearly its expectations of all students in the School-wide expectations matrix. (Appendix A) Lessons to teach these expectations have been developed and are available for all to access. (Appendix B) There are clear definitions of appropriate behaviour, appropriate social protocols which are known and understood by all members of the school community.
There are clear policies, programs and procedures in place with which to manage student behaviour and these are known and understood by all members of the school community.
Each year the Effective Behaviour Survey is conducted across our campus to capture clearly the distance travelled in the achievement of our school wide systems. Data captured through this process is used to formulate our school action plan each year.

Provision of education and training to school staff, students and parents:
All staff are kept well informed and up to date about behaviour issues, harassment, bullying and violence, through professional development sessions on pupil free days and fortnightly staff meetings. The PB4L team meets at least monthly to review data and formulate strategies for use across our school.
community. Teachers are also involved as needed in a range of development sessions that are held on and off site and conducted by leaders in behavioural strategies.

Parents and carers are informed about Positive Behaviour For Learning and its components behaviour, harassment, bullying and violence and are able to engage in school planning through a variety of communication tools. (Newsletter, Prospectus, Web page, Letters, information sessions etc.)

**Providing support for students:**

At Dalby South State School there are strong and established processes that facilitate the maximisation of resources and support for students, parents and staff. Through the weekly meeting of the Student Support Special Needs Team, important relationships are forged with relevant specialists to provide support for individual students needing behaviour support or affected by bullying, harassment or violence. This group are also well supported by the PB4L team, by ensuring that a range of staff members and community members are team members. Some of the strategies actioned by this group include: Mentoring, Restorative Justice, Check-ins and Check-outs, Student Conferencing.

**Working closely with parents:**

Parents are encouraged and supported to make them better able to engage in the educative processes at our school. We assist them by:

- Providing PB4L and other key information updates in each issue of the newsletter;
- Facilitating parent information afternoons where class programs are discussed in detail at the beginning of each term.
- Staging culminating activities as part each classrooms teaching and learning activities as a way of sharing information and celebrating success;
- Ensuring that parents are actively engaged in ISP and ICP processes that are developed in our school;
- Providing opportunities for parent to engage with teachers twice per year as part of our formal reporting practices

**As a school we expect and promote the following behaviours in our community:**

<table>
<thead>
<tr>
<th>RESPECT</th>
<th>Respecting self</th>
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<td>Respecting belongings of self and others</td>
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<td>Demonstration of an awareness of the rights and feelings of others</td>
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<td>Attentive listening</td>
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<td>Appropriate communication</td>
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<td>Following of school expectations</td>
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| RESPONSIBILITY    | Following instructions of supervisors |
|-------------------| Making appropriate choices without supervision |
|                   | Accepting responsibility for own behaviour |
|                   | Having appropriate equipment for tasks |
|                   | Attempting set work to best of ability |
|                   | Effective management of time |
|                   | Contribution to life and activities of the school |

| SAFETY            | Safe use of equipment |
|-------------------| Acknowledgment and respect of the personal space of self and others |
|                   | Following of school rules and routines |
|                   | Moving safely through the school environment |
|                   | Resolution of conflict without violence |
Through the following whole school strategies:

School:
- Relationships actively built and maintained – quality relationships underpin all operations;
- Consistency of approach and alignment to our beliefs within a system approach based upon PB4L principles and research validated best practices;
- Self-management, understanding self and human behaviour, social and life skills are an integral part of the curriculum;
- On-going learning and development by constantly upgrading staff skills;
- Monitoring outcomes in learner self-management and using data to inform practice.

Class:
- Quality, inclusive curriculum provided to address individual needs;
- Negotiated class rules generated through class discussion/meetings;
- PB4L lessons taught school wide at class level to support PB4L Matrix;
- Psychologically nurturing class environment;
- Self-evaluation encouraged continuously.

Learners:
- Individual learner’s self-management needs identified and addressed;
- Continuous focus on learning prosocial skills;
- Counselling and support available to students by trained staff in class and playground as required;
- Encouragement to constantly use self-evaluation to develop self-improvement;
- Student mentoring program, restorative justice, check-ins and check-outs as needed with individual students

Teachers:
- Learning and development in PB4L;
- Counselling and support available to teachers from our administration team, and colleagues, together with Employee Advisors;

Parents:
- A three way partnership between learner, parents and the school staff is encouraged;
- Key PB4L updates included in weekly newsletters;
- Positive parent involvement in the classroom is encouraged;
- Parent education courses available – e.g. Triple P Program, Bush Children’s, Dalby Crisis Centre, Guidance Officer and Administrative staff as needed.
- Support available to parents through our Student Support Team.

Anti-Bullying Program
*Dalby South State School* also targets bullying to support students at a whole of school community level. The school uses ‘Bully Prevention In Positive Behaviour Support’ as a whole of school management tool to address this issue proactively in our school.
Tier 1 - Tier 3 Support Systems

Tier 3
- More Explicit CICO
- Behaviour Support Plan
- Individual Learning Plan

Check and Connect (follow up to CICO)
Check In
Check Out (CICO)
Academic
Small Group Social Skills
Environmental Adjustments

Tier 2 or Tier 3 Level of Intervention

Referral to Student Support Team

Team clarifies defines problem and function; may use SBRS, practical FBA; academic screening tests

Work Samples
Report Card
Diagnostic Testing
Anecdotal Records

Internalising
Externalising

Academic
Social/Emotional

Complete Student Referral Form – parent/guardian to sign
Student identified – Discuss concerns with parent/guardian

Pre-referral intervention
Classroom Checklist
Tier 1 – Check Tier 1 implementation

"Sensational South" - Where students are Respectful, Responsible and Safe
**Targeted behaviour support**

1. **Teacher Support:**
   Teachers use planned strategies to implement PB4L in classrooms schoolwide, and teach individual students social skills to develop positive work habits 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 persistently breach the school’s Responsible Behaviour Plan for Students and the classroom rules. This includes but is not limited to:
   - Inappropriate verbal language
   - Inappropriate physical movement or positioning
   - Physical contact (bumping, pushing)
   - Disruption

   **Teachers support students through the following targeted interventions:**
   - Relationship building with student through one on one support with curriculum work, proximity in the classroom
   - A whole school approach to bullying
   - Use of the ‘Golden Triangles, Golden Letter and Silver Letter recognition program’ to 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.
   - Target 10,000 whole of school rewards program
   - Tier 2 Programs including Check-In Check-Out (CICO) and Small Group Social Skills Programs

   Teachers keep a record of both the student’s behaviour and the targeted support through OneSchool processes in order to gauge when more intensive support is warranted.

2. **Extended Support:**
   When a student’s minor infringements continue to disrupt the class, or when minor infringements move to more serious breaches of the school’s plan, more extensive targeted support is put into place. More serious breaches include:
   - Constant inappropriate language;
   - Vandalism;
   - Physical aggression;
   - Continued defiance;
   - Theft.

   Teachers use the Incident Referral Form to determine when a student needs more extensive support. If more extensive support is warranted, the teacher refers the student, with the supporting documentation, to the Special Needs Team or PB4L Team.
The Student Support Team/PB4L Team along with the teacher and the parents, develop and implement an Individual Behaviour Support Plan. This plan documents aims, support strategies, timing, personnel, review and assessment. Support through this plan could include:

- Referral to Guidance Officer for assessment and preliminary counselling and behavioural support;
- Use of a buddy teacher or mentor through school mentoring program to encourage positive behaviours or use as a ‘retreat’ area from the classroom;
- Check-in and Check-out monitoring;
- Small Group Social Skills Program
- Structured break time play through organised activities;
- Modification of timetable.

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

Pre-requisites: negotiated class rules, quality curriculum, respectful school and class culture, trusting and supportive class environment.

**Intensive behaviour support:**

Intensive behaviour support is required to support 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 and/or serious injury to the student or to others. This level of support generally occurs when less intensive support strategies have been used but have not fully met the student’s learning support needs.
Consequences for unacceptable behaviour

In alignment with The Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

**Strategies to implement supportive, fair, logical and consistent consequences include:**

1: **Classroom Management**
The teacher responds to low level misbehaviour and classroom disturbance by ignoring inappropriate behaviour where possible, giving clear directions, reinforcing positive behaviour and using non-verbal messages to alert or cue the student.

2: **Restatement, Rule Reminders**
The teacher adds a combination of the following strategies to address the student’s behaviour: restatement of the rule, giving a specific direction, giving the student a choice eg to work/play appropriately or move to a different area/activity.

3: **Time Away/Time Out**
The student is sent to a different part of the current classroom, another classroom or a different area until the student is willing and able to comply. It is critical to support re-entry in a planned, solution focussed, non-punitive manner. Continual or serious disturbances may result in the student being referred to the Administration and parents/carers being notified.

4: **Teacher and Student Plan of Action**
If a student’s behaviour continues to infringe upon the rights of others in the classroom and/or playground, a plan of action is developed by the teacher and student. Parents/carers are contacted. If additional support is required to implement the plan the teacher will make a referral to the school’s Special Needs Committee.

5: **School Intervention and Recording of Student’s Inappropriate Behaviour**
The student is referred to the Student Support Committee and a Case Manager (usually the class teacher) will be appointed. The school provides counselling if required and makes genuine attempts to involve the student in the resolution of serious conflicts and problems that arise. To inform further planning and decision making processes, incidents of inappropriate behaviour are recorded in OneSchool

6: **External Assistance**
A functional behaviour assessment is completed in consultation with the relevant people such as parents/carers, teachers, the student, behaviour support specialists and relevant external agencies. This assessment is used to inform the development of an Individual Behaviour Support Plan.

7: **Monitoring and Review**
Monitoring and follow-up of the formal Individual Behaviour Support Plan may involve a series of case conferences with staff members, parents/caregivers, the classroom teacher, specialist personnel and external support agencies, as necessary.

In exceptional circumstances of serious and/or repeated unacceptable or dangerous behaviour the following procedures may be used.

8: **Suspension Procedures**
This is implemented in line with the Education Queensland policy SMS-PR-21 Safe, Supportive and Disciplined School Environment.
9: Recommendation for Exclusion
This is implemented in line with the Education Queensland policy SMS-PR-21 Safe, Supportive and Disciplined School Environment.

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.

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

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).
The network of student support

The network for support at Dalby South State School includes the involvement of a team of personnel and agencies. This network includes, but is not limited to:

- School teaching and support staff
- School administration
- Parents
- School Guidance Officer
- District Senior Guidance Officer
- Advisory Visiting Teacher – Behaviour
- Adopt-A-Cop
- Chaplain
- Child and Youth Mental Health
- Department of Communities
- Student Support Committee.

The Student Support Committee provides support to students who require more targeted or intensive support. The Committee consists of the school Guidance Officer, the Deputy Principal, and a teachers and visiting specialist services providers.

Government agencies such as the local Child Youth Mental Health Service, Department of Communities, Department of Child Safety, Queensland Health Services and Police also work closely with the school to provide support when necessary.

Consideration of individual circumstances

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
- 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.

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times.
**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 Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

**Related policies**

- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
- SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools
- SMS-PR-022: Student Dress Code
- SMS-PR-012: Student Protection
- SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
- GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
- ICT-PR-004: Using the Department's Corporate ICT Network
- IFM-PR-010: Managing Electronic Identities and Identity Management
- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

**Some related resources**

- Positive Behavioural Interventions and Supports Website
- Missouri Schoolwide Positive Behavior Support Website
- Bullying. No Way!
- Schoolwide Positive Behaviour Support (Education Queensland)
- Code of Conduct for School Students Travelling on Buses (Queensland)
Appendix 3

The Use of Personal Technology Devices at Dalby South State School

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Certain Personal Technology Devices Banned From School
Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

Confiscation
Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

Personal Technology Device Etiquette
Bringing personal technology devices (eg: Mobile Phones) to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be handed into the Office each morning and collected each afternoon.

Recording voice and Images
Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Dalby South State School. Students using personal technology devices to record inappropriate behaviours or incidents for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Recording of events in class is not permitted unless express consent is provided by the class teacher.
A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying\(^1\) or harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:
- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).

Students should note that the recording or dissemination of images that are considered indecent, is against the law and if detected by the school will result in a referral to QPS.

**Text communication**

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and/or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school should ensure they keep the message as evidence and bring the matter to the attention of the school office.

**Assumption of cheating**

Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

**Recording Private Conversations and the **Invasion of Privacy** Act 1971**

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, ‘a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation’. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

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\(^1\) *Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.*
**Special Circumstances Arrangement**

Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

*Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.*