Responsible Behaviour Plan for Students
based on *The Code of School Behaviour*

Rochedale South State School
Responsible Behaviour Plan for Students

1. Purpose

At Rochedale South State School, we are committed to providing a positive learning environment that is; happy, safe, disciplined and stimulating, by adopting a 'Positive Behaviour for Learning' approach, which focuses on the explicit teaching of social skills, self-management skills, responsible behaviours and citizenship. High expectations are set for dress, behaviour and work habits, and these attributes are consistently reinforced. This approach is underpinned by the four universal rules of; **be safe, be responsible, be respectful and be a learner.** These four rules are supported by our pastoral care pillars of; CARE, COURTESY, CO-OPERATION, COMMITMENT and CONTRIBUTION.

2. Consultation and data review

Rochedale South State School developed this plan as a part of a review process that included analysing a range of data including; school opinion survey data, attendance, behaviour incidents, teaching learning and discipline audit 2016 and school and disciplinary absences. Staff, students and parents were also consulted as a part of the review process. The plan was endorsed by the Rochedale South State School Council on May 16, 2018.

3. Learning and behaviour statement

Rochedale South State School believes in investing in a preventative and proactive approach to behaviour, where students are specifically taught academic and social skills. In order to maximise on learning time, Rochedale South State School believes in providing systems and practices that support staff and students in providing a safe, supportive and disciplined learning environment.

Our Responsible Behaviour Plan, outlines our systems for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviour. Through our school plan, shared expectations for student behaviour are clear to everyone and assist in creating and maintaining a positive and productive learning and teaching environment. All school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has developed a plan for promoting and managing behaviour based on our shared belief, that all members of our community have certain rights and responsibilities. We believe in creating an environment that respects the following rights:

➜ The right to be safe
➜ The right to be treated with respect
➜ The right of all students to learn and for teachers to teach.

This plan highlights four overarching rules to ensure that high standards of acceptable behaviour are taught, acknowledged and promoted on a daily basis, across all school contexts.

Rochedale South State School Rules are;
- Be **Safe**
- Be **Responsible**
- Be **Respectful**
- Be **Learners.**

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

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

Rochedale South State School both facilitates standards of positive behaviour and responds to unacceptable behaviour using an evidence-based three-tiered approach that delivers a range of **universal, targeted,** and **intensive** supports.

☐ **Universal (whole school)**
In a supportive and well-disciplined school, up to 80% to 90% of students require little, if any, additional support beyond universal, whole school strategies in order to be able to follow the school rules and demonstrate appropriate social behaviours. The underpinning purpose is to create an environment that supports student learning and well-being.

☐ **Targeted (some)**
In a supportive and well-disciplined school, up to 10 to 15% of students may occasionally need additional targeted support, specific adjustments or program intervention. Targeted support is typically delivered in small groups and includes skill building and self-monitoring processes.

☐ **Intensive (few)**
In a supportive and well-disciplined school up to 2 to 5% of students may need more intensive support and/or flexible learning options to assist them to continue their learning. These are typically individualised interventions for students with highly complex and challenging behaviours where data is used to create plans linked to the universal system. Functional behaviour assessment is generally undertaken to assist with the development of intensive support options.

Universal (Whole School) Behaviour Support
The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Rochedale South State School, we emphasise the importance of explicitly 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 promote positive behaviour. A set of behavioural expectations in specific settings has been attached to each of our four school rules. The Positive Behaviour for Learning Positive Behaviour Matrix outlines our agreed and specific behavioural expectations in all school settings.

ROCHEDALE SOUTH STATE SCHOOL POSITIVE BEHAVIOUR MATRIX

The values that underpin these rules are

Care Courtesy Cooperation Commitment Contribution

The Code of
School
Behaviour

Better Behaviour
Better Learning

	We are SAFE when we:	We are RESPONSIBLE when we:	We are RESPECTFUL when we:	We are LEARNERS when we:
Be Respectful Be a Learner / Be Safe Be Responsible	- keep our hands, feet and mouth to ourselves. - listen to and follow all directions. - use equipment safely. - are in the right place at the right time. - display self-control. - listen for alarms and announcements. - Care for property and the environment.	- wear our school uniform with pride. - look after our belongings. - are in the right place at the right time. - keep the school grounds clean and tidy.	- use polite language and manners at all times. - listen and follow directions of staff members. - include all students. - care for others and the environment. - give space to others when they need a break. - say 'no' to violence and bullying.	- ask for help when needed. - listen actively. - are prepared for learning. - accept learning challenges. - are persistent in our efforts to work to the best of our ability. - politely remind other students of appropriate behaviour.

ADDITIONALLY...

In learning areas, we:	- sit on our chairs properly. - use equipment, materials and furniture appropriately. - walk when entering, exiting or inside.	- are prepared for learning. - have the correct equipment ready for learning. - keep desks tidy. - clean up after self or others. - get to school on time.	- raise our hands and wait to speak. - encourage others. - show active listening. - co-operate with classmates and teachers.	- always try our best. - listen actively. - contribute to class discussions. - complete work on time. - focus on the task. - accept mistakes.
During eating times, we:	- sit and eat our own food. - stay in the correct eating area. - walk to and from the eating area.	- put our rubbish in the bin. - clean up any mess. - order tuckshop before school. - leave toys and balls in bag until playtime.	- wait quietly for the teacher on duty to dismiss. - line up quietly and calmly at the tuckshop.	- eat healthy food.
In the playground, we:	- practice sun safety. - walk on concrete. - keep to our own personal space. - play school approved games only.	- look after play equipment. - stop playing immediately when the bell goes. - line up with our class. - go to the toilet and have a drink.	- use equipment appropriately. - share equipment. - consider and care for the environment.	- follow the rules of games. - problem solve social conflicts.
Using the toilets, we:	- leave food and drink outside. - wash hands with soap. - flush after use. - use the bins.	- make way to and from the toilets promptly. - turn the taps off after using them. - go before learning times and during breaks. - report any damage.	- respect others. - keep walls clean of graffiti. - respect privacy of others. - keep the area clean.	- use the toilets in breaks and before class. - are hygienic (flush, wash hands, keep area clean).
Before and after school, we:	- abide by road and venue rules. - are aware of our surroundings.	- report issues to staff. - go directly to the correct area/home. - are in the right place at the right time.	- speak kindly to all people. - represent the school appropriately. - consider members of the public.	- follow signs and notices.
When using technology, we:	- keep our personal details to ourselves. - only respond to messages from known people. - seek adult assistance if we have cyber-safety concerns.	- log off when finished using devices. - keep workstations clean and tidy.	- always use appropriate language and common courtesy.	- use technology as a learning tool. - visit websites associated with learning.

Queensland Government
Education Queensland

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

☐ weekly PBL goal identified on parade
☐ weekly explicit PBL lessons taught by class teachers in class and across the school
☐ incidental PBL reteaching using role play or modelling
☐ three levels of reinforcement for acknowledging appropriate behaviours:

1. Immediate - free and frequent system using class dojos and Cal Coupons

2. Short term - classroom based rewards including Classroom Rewards/Activities Menus and Student and Specialist Class of the Week

3. Long term - schoolwide rewards activities (e.g. Behaviour/Attendance Awards Activities at the end of term) and special events (e.g. Principal's Cal Awards morning tea).

Whole school (universal) strategies to elicit and maximise positive behaviours and increase student engagement may include:

☐ utilising Effective Skills for Classroom Management practices
☐ creating intentionally inviting learning spaces
☐ establishing clear expectations & rules with students
☐ establishing clear procedures & routines for students
☐ practising active supervision in all areas
☐ establishing a consistent continuum of strategies to acknowledge appropriate behaviour
☐ establishing a consistent continuum of strategies to respond to inappropriate behaviour
☐ providing students with multiple opportunities to respond in class
☐ modification of activity sequences and/or offering choices and
☐ implementing a range of strategies to increase academic success (e.g. differentiation).

Rochedale South State School also implements the following proactive and preventative processes and strategies to support student behaviour:

☐ updates in the school newsletter and website, enabling parents to be actively and positively involved in school behaviour expectations

☐ induction programs delivered to teacher aides, new and relief staff

☐ ongoing implementation of PBL via the PBL Leadership Team where through regular meetings and the decision making model below, current schoolwide behaviour systems are planned, implemented and reviewed to ensure current schoolwide systems meet the needs of students and staff.

AKA The PBL Road Map

Outcomes = systems, data & practices with fidelity

•Team based problem solving
•Data based decision making criteria established (decision rules)
•Professional development provided to support initiative

OUTCOMES
SYSTEMS
DATA
PRACTICES

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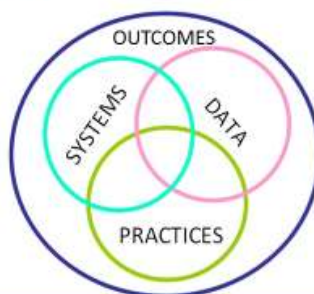
• Direct teaching of behavioural expectations and academic objectives
• On-going reinforcement of expected behaviours
• Assessment of function of behaviour

•Ongoing data collection and use
•Office Discipline Referrals (ODR) (Number per day per month, location, behaviour, student, time)
•Curriculum based measures (grades, NAPLAN)

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Anti-Bullying Policy

The issue of anti-bullying has a high priority within our school and community and is reflected through our whole school rules and expectations. Rochedale South State School aims to provide an environment where every child feels safe, happy and respected. The school considers bullying in any form unacceptable behaviour and will respond appropriately to any and all instances which are brought to the attention of teachers, administration and staff.

Rochedale South State School regards bullying as unprovoked, deliberate and repeated acts of behaviour, including physical, verbal, psychological or social aggression that are directed towards a specific student by someone with more power and intended to cause harm, distress and/or create fear. Bullying is when a child, or a group of children, deliberately upset or hurt another child AND it occurs over a sustained period of time.

Bullying may be carried out overtly (e.g. face-to-face) or covertly (e.g. through repeated social exclusion or via technology, which includes cyber-bullying). It is not the same as conflict or social dislike even though, in some cases, the outcome of both can be bullying.

The High 5 - Dealing with Bullying Program

The *High 5 – Dealing with Bullying* Program is a list of strategies that students are provided with to manage bullying behaviour. The program is a problem-solving tool that the students can use to help them identify and cope with bullying behaviour. The *High 5 – Dealing with Bullying* program is reinforced by all members of the school community and is the preferred manner in which students solve problems in the playground.

Students are taught these strategies to use if bullying occurs:

1. **Ignore** the bullying by continuing working or playing, looking or walking away.
2. **Walk away / Move or look away.**
3. **Talk friendly** – Give an "I" message / "I don't like it when you do that."
4. **Talk firmly –** Stress the child uses good assertive language (words and body) with firm message. "If you do that again, I will report you."
5. **Tell an adult.**

Mobile Phones and other Electronic Devices

The school would prefer that students do not bring mobile phones to school. If a mobile phone is brought to school by a student it must be handed to the office staff at the start of the school day, and collected at the end of the day. A departmental policy on electronic devices is included in the enrolment pack and see Appendix 1 for further information on electronic devices policy.

Targeted Behaviour Support

In the classroom, teachers implement planned and incidental strategies to teach appropriate social skills and to build a good rapport with students. Teachers make their students aware of how they can demonstrate exemplary behaviour and provide them with ongoing support and opportunities to correct inappropriate behaviours. Teachers will follow schoolwide behaviour steps (see below) when students are engaging in persistent, low level minor behaviours that may be interfering with their learning or the learning of others, in order to ensure consistency and predictability for students.

Schoolwide behaviour steps:

1. rule reminder, re-teach lesson
2. student warning, making a choice
3. teacher/student conference
4. classroom time-out (up to 5 minutes with work)
5. buddy class (up to 10 minutes with work)
6. office referral (with work)

* In the event of any behaviour/s that put the student themselves, other students or staff at risk of harm, teachers may immediately refer to the office for Administration staff.

Some students at Rochedale South State School may be identified through our data as needing extra help and support to maintain positive behaviour and learning skills. In most cases the inappropriate 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.

A response may involve classroom observations, the development of an individual behaviour support plan, access to a Check-In/Check-Out (CICO) support program, provision of a Playground Passport (to provide guided play options), referral to specialist staff and/or an abbreviated functional behaviour assessment for more persistent inappropriate behaviours. Responses are likely to consider modifications to academic, social and behavioural support.

Students whose behaviour does not improve after participation in targeted behaviour support plans or whose previous behaviour indicates a need for specialised intervention, may be provided with intensive behaviour support through application to external behaviour support units such as a Positive Learning Centre.

Intensive behaviour support: Student Welfare Team
Rochedale South 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 Student Welfare* team

- facilitates a 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 continuous data collection
- makes adjustments as required for the student and
- works with the PBL Leadership Team to achieve continuity and consistency.

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.

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 student's 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.

<u>Debrief</u>: 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 Rochedale South 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.

Record keeping
Each instance involving the use of physical intervention must be formally documented. The processes can be found at http://ppr.det.qld.gov.au/corp/hr/worskplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx online.

Consequences for unacceptable behaviour
An important aspect of our plan is trying to ensure consistent, timely and just responses to unacceptable behaviours. Rochedale South 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. Classroom and playground office referral forms are used to record all major problem behaviours.

Minor and major behaviours
    When responding to inappropriate 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 and in the context in which it occurs
    ☐ **major** problem behaviour is referred to the school Administration team.

Minor behaviours are those that:
    ☐ are minor breaches of the school rules
    ☐ do not seriously harm others or cause a concern 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:
    ☐ 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 may result in an immediate referral to the Administration Team because of their 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 may escort the student to Administration.

Major problem behaviours may result in the following consequences:

☐ **time** in office, alternative lunchtime activities, loss of privilege, restitution, loss of break times (lunch time detention), warning regarding future consequence for repeated offence, referral to Tier II team

☐ **parent** contact, referral to Guidance Officer, referral to Behaviour Support Team, suspension from school and/or

☐ **student suspension and/or exclusion** for very serious problem behaviours such as major violent physical assault especially if repeated, or the use or supply of weapons or drugs, or wilful and repeated disobedience and non-compliance.

The following tables outline Rochedale South State School's minor and major problem behaviour definitions:

Minor Definitions	
HARASSMENT	*Some repeated incidents of teasing, name calling, taking personal items belonging to others, low level gestures or annoying behaviour.*
DEFIANT/THREAT/S TO ADULTS	*Refusal to follow classroom or school rules, staff directions, talking back and/or socially rude interactions.*
DISRUPTIVE	*Intentional behaviour causing an interruption in class or activity. Disruption includes loud talk, noise with materials or body parts or getting out of seat.*
DRESS CODE	*Not wearing the appropriate school uniform or part of school uniform.*
IT MISCONDUCT	*Unauthorised and inappropriate use of school technology (e.g., downloading of software, sites, pictures, changing computer settings or providing personal information to web sites).*
LATE	*Arriving at school after 9am.*
LYING/CHEATING	*Student delivers message that is untrue and or deliberately violates rules. Unfair play during sporting or academic activities.* *Forgery - Student modifies or reproduces a document or signature or claims another person made an object and this is found to be untrue.*
MISCONDUCT INVOLVING OBJECT	*Using objects inappropriately.*
NON-COMPLIANT WITH ROUTINE	*Failure to follow school routines such as walking in line, standing behind chairs etc.*
PHYSICAL MISCONDUCT	*Non-threatening physical interactions or rough play.*
POSSESS PROHIBITED ITEMS	*Skate boards, scooters, marbles, etc.*
PROPERTY MISCONDUCT	*Stealing small objects from school or other student or teacher. Student participates in an activity that results in damage to property belonging to self, staff, school or other student.*
REFUSAL TO PARTICIPATE IN PROGRAM OF INSTRUCTION	*Refuses to participate in organised school activities during school hours*
THREAT/S TO OTHERS	*Verbal, physical or gestural interactions indicating harm, but without intent to actually harm.*
TRUANT/SKIP CLASS	*Failure to attend a lesson or lessons.*
VERBAL MISCONDUCT	*(Inappropriate Language) Non-threatening non directed verbal or gestural messages used within conversation that include swearing, name calling, or use of words in an inappropriate way.*

Re-directing low-level and infrequent problem behaviour

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them what should they be doing and which rule they need to be using to change their behaviour so that it aligns with their 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 as a learner. 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 school behaviour steps (below) establish consistent practice and expectations in responding to low level inappropriate behaviour.

1. rule reminder, re-teach lesson
2. student warning, making a choice
3. teacher/student conference
4. classroom time-out (up to 5 minutes with work)
5. buddy class (up to 10 minutes with work)
6. office referral (with work)

MAJOR BEHAVIOUR DEFINITIONS	
BULLYING/ HARASSMENT	Persistent or continual teasing or name calling, taking of personal items belonging to others, or intimidation of any kind that has occurred over a sustained period of time.
DEFIANT/THREAT/S TO ADULTS	Deliberate verbal or physical threatening towards any adult member of the school community.
DISRUPTIVE	Behaviour causing an interruption in a class activity where the student is not responsive to repeated directions and after behaviour steps have been followed. Disruption includes sustained loud talk, yelling, or screaming, persistent noise with materials or body parts, roughhousing, and or sustained out of seat behaviour.
DRESS CODE	Wearing offensive or highly inappropriate items of clothing that cause severe offence to members of the school community.
IT MISCONDUCT	Unauthorised and inappropriate use of school technology targeting another student or staff member through social media, downloading pornography of any sort, causing damage to school network through hacking or deliberate vandalism.
MISCONDUCT INVOLVING OBJECT	Using object with the intent to cause harm to others or themselves or as a result an injury occurs.
NON-COMPLIANT WITH ROUTINE	Refusal to follow classroom behaviour process(i.e. refusal to attend time out, buddy class or allocated detention).
OTHER CONDUCT PREJUDICIAL TO THE GOOD ORDER AND MANAGEMENT OF SCHOOL	Any behaviour which is extreme by nature and significantly impacts on the management, running or function of the school, and is not covered by any of the categories above.
PHYSICAL MISCONDUCT	Actions involving serious physical contact where injury may occur (e.g., hitting, punching, kicking, hair pulling, scratching, etc.).
POSSESS PROHIBITED ITEMS	Student is in possession of look-alike or real knives or guns, or other objects readily capable of creating the impression of causing bodily harm.
PROPERTY MISCONDUCT	Student participates in an activity that results in substantial destruction or disfigurement of property belonging to the school, staff member or another student.
SUBSTANCE MISCONDUCT INVOLVING ILLICIT SUBSTANCE	Student is in possession of, caught using, or under the influence of illegal drugs or alcohol. Student is in possession of knives or guns or other objects readily capable of causing bodily harm, or creating the impression (as in the case of a fake gun) of causing bodily harm.
SUBSTANCE MISCONDUCT	Student is in possession of or caught using tobacco products.
THREAT/S TO OTHERS	Ongoing threatening verbal, physical or gestural interactions with peers or staff that are directed toward someone indicating the intent to injure or harm physically or emotionally.
TRUANT/SKIP CLASS	Failure to attend school without parent knowledge or leaves school grounds instead of attending lessons.
VERBAL MISCONDUCT	Abusive/Inappropriate interactions with peers and adults. Threatening verbal interactions with peers or staff that are directed toward someone including swearing, name calling, or use of words or gestures in an inappropriate way.
OTHER	Any behaviour which is extreme by nature and significantly impacts on the safety or opportunity to learn of another member of the school community, and is not covered by any of the other categories.

When responding to inappropriate 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.

See below for summary tables that represent how staff may respond to minor and major behaviours and their likely consequences:

MINOR BEHAVIOUR MANAGEMENT WITHIN THE CLASSROOM OR PLAYGROUND				
Example Behaviours	*Initial Responses may include*	*Repeat Action may involve*	*Continually Offending*	*One School Entry*
‿ answering Back/Ignoring Staff ‿ arguing ‿ inappropriate lunch behaviour (e.g. throwing food) ‿ not walking on concrete ‿ being in out of bounds areas ‿ no hat/ no shoes / inappropriate hat / inappropriate shoes (in playground) ‿ playing in, around or messing toilets ‿ being untruthful ‿ interrupting games ‿ misuse of playground equipment (not vandalism) ‿ littering ‿ wearing inappropriate jewellery/make up ‿ swearing (not at someone) ‿ rough play	‿ rule reminder ‿ redirection ‿ re-teach ‿ verbal warning ‿ teacher/ student conference ‿ natural consequence (where appropriate)	‿ verbal warning ‿ teacher/ student conference ‿ time out/sitting out (5 mins) ‿ conflict resolution ‿ natural consequence (where appropriate) ‿ restorative justice (apology) ‿ withdrawal from an activity	The behaviours listed in column 1 are minor incidents – those which can interrupt the smooth flow of the day, or cause **minor** disturbance. These behaviours can mostly be dealt with using proactive, supportive strategies. Suggestions would include: ‿ redirecting student to appropriate behaviour ‿ allowing 'take up' time, during which time the staff member may walk a short distance away from the student ‿ assisting in conflict resolution ‿ positive praise for compliance ‿ directing children to play in different places from one another	Not entered into One School, unless attaching evidence of repeated occurrence.

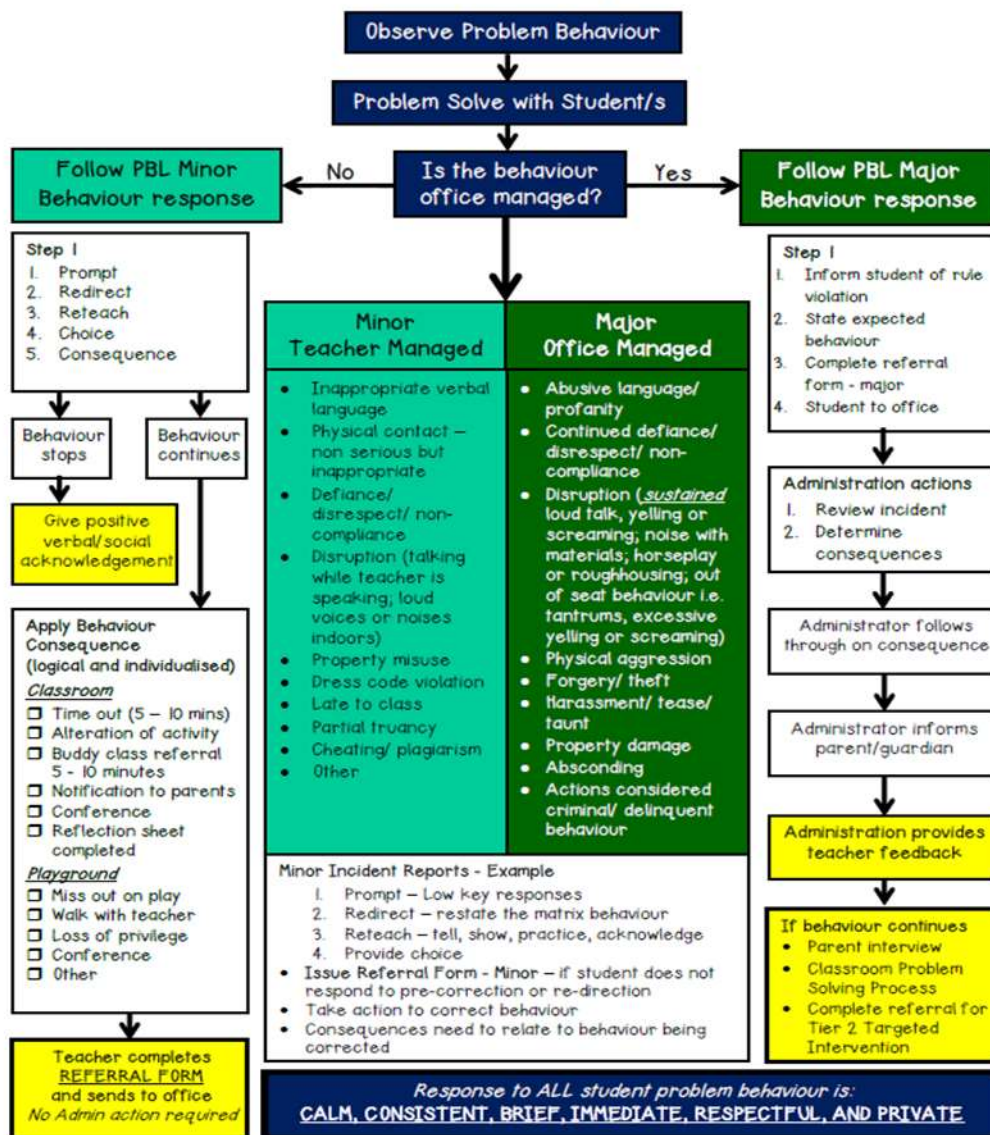| MINOR-MAJOR BEHAVIOUR MANAGEMENT WITHIN THE CLASSROOM OR PLAYGROUND MAY REQUIRE TIME OUT and/or BUDDY CLASS				
Example Behaviours	**Initial Responses may include**	**Repeat Action may involve**	**Continually Offending**	**One School Entry**
‗ stealing ‗ defiance ‗ not following instructions ‗ continued uniform infringement ‗ vandalism ‗ threatening behaviours ‗ bullying ‗ refusal to complete time out/buddy class procedures ‗ refusal to attend detention ‗ breach of Playground Passport conditions	‗ discuss expectations ‗ rule reminder ‗ verbal warning ‗ teacher/ student conference ‗ classroom timeout ‗ replacement of damaged items ‗ restorative justice ‗ detention ‗ rule reminder ‗ redirection ‗ re-teach ‗ verbal warning ‗ teacher/ student conference ‗ natural consequence ‗ withdrawn from play/activity	‗ time out/sitting out (5 mins) ‗ buddy class (10 mins) ‗ conflict resolution ‗ natural consequence (where appropriate) ‗ restorative justice (apology) ‗ withdrawal from an activity ‗ referral to Admin.	For continued behaviours at this level, suspension may be a consequence. Where the plan refers to suspension, this will follow the legislation and guidelines provided by the department's Safe, Supportive and Disciplined School Environment policy. AT THIS LEVEL – Privilege to represent School may be suspended.	Buddy Class referrals and Major Admin referrals are entered in One School according to Minor and Major definitions: ‗ Buddy class = Minor ‗ Admin Referral = Major

ROCHEDALE SOUTH STATE SCHOOL
BEHAVIOUR MANAGEMENT FLOWCHART

Observe Problem Behaviour

Problem Solve with Student/s

Is the behaviour office managed?

No → **Follow PBL Minor Behaviour response**

Yes → **Follow PBL Major Behaviour response**

Follow PBL Minor Behaviour response

Step 1
1. Prompt
2. Redirect
3. Reteach
4. Choice
5. Consequence

Behaviour stops → Give positive verbal/social acknowledgement

Behaviour continues →

Apply Behaviour Consequence (logical and individualised)
Classroom
☐ Time out (5 – 10 mins)
☐ Alteration of activity
☐ Buddy class referral 5 - 10 minutes
☐ Notification to parents
☐ Conference
☐ Reflection sheet completed
Playground
☐ Miss out on play
☐ Walk with teacher
☐ Loss of privilege
☐ Conference
☐ Other

Teacher completes **REFERRAL FORM** and sends to office *No Admin action required*

Minor Teacher Managed
- Inappropriate verbal language
- Physical contact – non serious but inappropriate
- Defiance/ disrespect/ non-compliance
- Disruption (talking while teacher is speaking; loud voices or noises indoors)
- Property misuse
- Dress code violation
- Late to class
- Partial truancy
- Cheating/ plagiarism
- Other

Major Office Managed
- Abusive language/ profanity
- Continued defiance/ disrespect/ non-compliance
- Disruption (*sustained* loud talk, yelling or screaming; noise with materials; horseplay or roughhousing; out of seat behaviour i.e. tantrums, excessive yelling or screaming)
- Physical aggression
- Forgery/ theft
- Harassment/ tease/ taunt
- Property damage
- Absconding
- Actions considered criminal/ delinquent behaviour

Minor Incident Reports - Example
1. Prompt – Low key responses
2. Redirect – restate the matrix behaviour
3. Reteach – tell, show, practice, acknowledge
4. Provide choice
- Issue Referral Form - Minor – if student does not respond to pre-correction or re-direction
- Take action to correct behaviour
- Consequences need to relate to behaviour being corrected

Follow PBL Major Behaviour response

Step 1
1. Inform student of rule violation
2. State expected behaviour
3. Complete referral form - major
4. Student to office

Administration actions
1. Review incident
2. Determine consequences

Administrator follows through on consequence

Administrator informs parent/guardian

Administration provides teacher feedback

If behaviour continues
- Parent interview
- Classroom Problem Solving Process
- Complete referral for Tier 2 Targeted Intervention

Response to ALL student problem behaviour is:
CALM, CONSISTENT, BRIEF, IMMEDIATE, RESPECTFUL, AND PRIVATE

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

Ensuring consistent responses to inappropriate behaviour
At Rochedale South 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 inappropriate behaviour across the school.
Students also receive training in how to respond appropriately when other students display inappropriate behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour
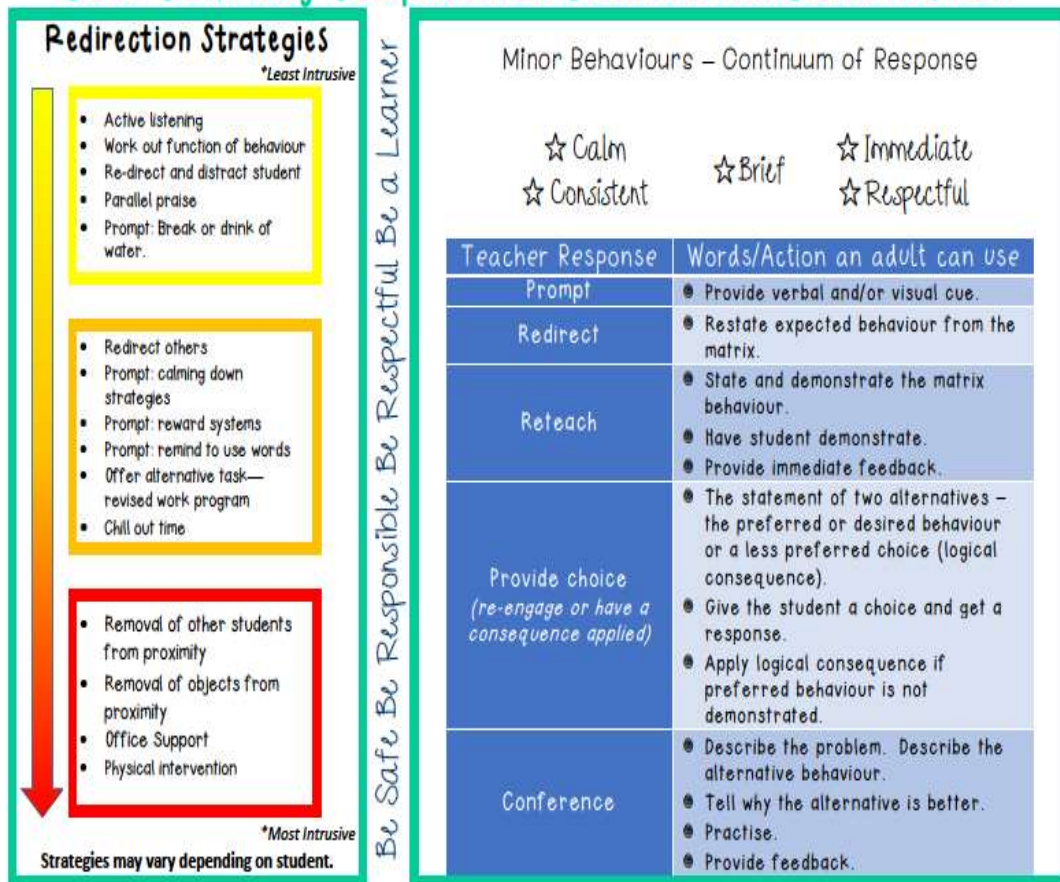
ROCHEDALE SOUTH STATE SCHOOL POSITIVE PEDAGOGY

Our Values are:

Care Courtesy Cooperation Commitment Contribution

Redirection Strategies
Least Intrusive

- Active listening
- Work out function of behaviour
- Re-direct and distract student
- Parallel praise
- Prompt: Break or drink of water.

- Redirect others
- Prompt: calming down strategies
- Prompt: reward systems
- Prompt: remind to use words
- Offer alternative task—revised work program
- Chill out time

- Removal of other students from proximity
- Removal of objects from proximity
- Office Support
- Physical intervention

Most Intrusive
Strategies may vary depending on student.

Be Safe Be Responsible Be Respectful Be a Learner

Minor Behaviours – Continuum of Response

☆ Calm
☆ Consistent
☆ Brief
☆ Immediate
☆ Respectful

Teacher Response	Words/Action an adult can use
Prompt	● Provide verbal and/or visual cue.
Redirect	● Restate expected behaviour from the matrix.
Reteach	● State and demonstrate the matrix behaviour. ● Have student demonstrate. ● Provide immediate feedback.
Provide choice (re-engage or have a consequence applied)	● The statement of two alternatives – the preferred or desired behaviour or a less preferred choice (logical consequence). ● Give the student a choice and get a response. ● Apply logical consequence if preferred behaviour is not demonstrated.
Conference	● Describe the problem. Describe the alternative behaviour. ● Tell why the alternative is better. ● Practise. ● Provide feedback.

6. Confiscation of Property

Property may be temporarily removed from a student if the staff member is reasonably satisfied the removal is necessary to:

- preserve the caring, safe, supportive and productive learning environment of the school
- maintain and foster mutual respect among staff and students at the school
- encourage all students to take responsibility for their own behaviour and the consequences of their actions
- provide for the effective administration of matters about the students of the school and
- ensure compliance with the school's Responsible Behaviour Plan for Students or any other directive, guideline or policy.

If the property is illegal to possess, likely to threaten the safety or wellbeing of students or staff, or is reasonably suspected to have been used to commit a crime, the Principal should retain the property for handing to police.

A Principal or staff member does not have the authority to open, examine or otherwise deal with the property without the consent of the student or the parent of the student. *For example*, a Principal or staff member who removes a mobile phone from a student is not authorised to unlock the phone or to read, copy or delete messages stored on the phone. Under normal circumstances a Principal or staff member is not permitted to search student property (e.g. a student's school bag) unless they have the student's consent or the consent of their parents. There may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency).

Emergency circumstances may include where the life or welfare of a student or students is at immediate risk.

A Principal or staff member does not require the student's consent to search school property such as lockers or desks being used by the student.

7. Network of student support

Students at Rochedale South State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour support may be provided by:

- parents
- teachers
- support staff
- administration staff
- Guidance Officer
- Advisory Visiting Teachers and/or
- Senior Guidance Officer.

8. Consideration of Individual Circumstances

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 are considered at all times.

Rochedale South 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.

9. 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

10. 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 2011Right to Information Act 2009*
- *Information Privacy (IP) Act 2009*

11. Related departmental procedures

- *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*

12. Some related resources

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

Endorsement

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Michelle Butler
Principal

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Mark Goodall
School Council Chair

Date effective:

From: **16 May 2018 to 16 May 2021**