

Linville State School

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



The Code of School Behaviour

Better Behaviour
Better Learning

1. Purpose

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.

The purpose of Linville State School is to provide high quality education services, which develop all students to their full potential as lifelong learners, so that they are able to contribute positively to, and be active participants in a socially, economically and culturally vibrant society.

Our core business is improving student outcomes.

(Strategic Plan 2006-2008)

The community of **Linville State School** is committed to learning, respect and optimism through a secure, supportive and cooperative environment, which recognises and accepts individual differences.

Our school fosters a warm, supportive environment where students can be happy and where optimal learning can take place.

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 his/her success and enjoyment of teaching.

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

The establishment of good discipline in our schools 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 schools.

2. Consultation and data review

Linville State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through P&C meetings held in 2009. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2006-2009 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C/Chair of the School Council and Executive Director (Schools) in October 2009, and will be reviewed in 2012 as required in legislation.

3. Learning and behaviour statement

The community of **Linville State School** believes the following:

- Self discipline is an emerging quality. Students must be given opportunities to learn appropriate behaviour and to be increasingly responsible for the behaviour they choose at school.
- An engaging, innovative curriculum, plus effective teaching, facilitates positive classroom behaviour. (See *Curriculum Plan*.)



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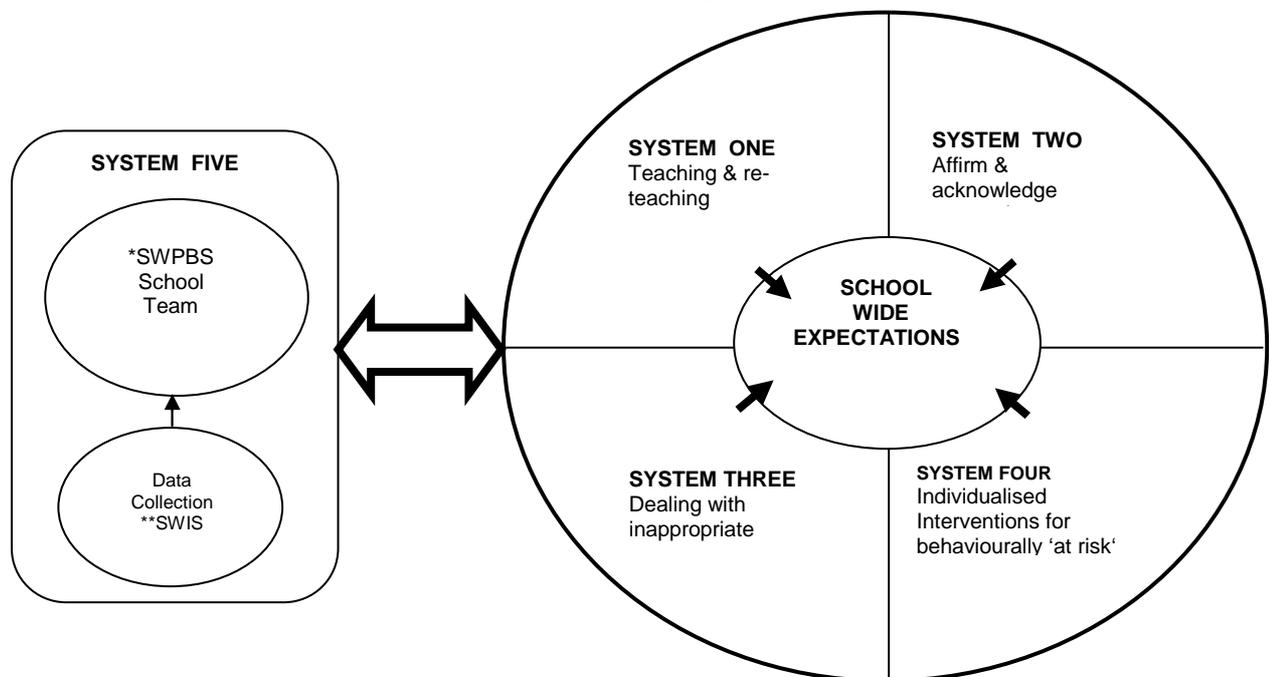
- People achieve their best when treated with dignity and respect.
- In a multi-age classroom, older students provide both learning and behaviour models to younger students.
- Individuals choose their behaviour on the basis of prior experience and developmental ability.
- Individuals choose behaviour they believe will best meet their current physical or psychological needs.
- Experiencing the consequences of chosen behaviour is an important tool for learning the worth and merit of different behaviours.

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

We believe in the **Nine Values for Australian Schooling** as outlined in the *National Framework for Values Education in Australian Schools*, namely:

- Care and Compassion
- Doing Your Best
- Fair Go
- Freedom
- Honesty and Trustworthiness
- Integrity
- Respect
- Responsibility
- Understanding, Tolerance and Inclusion

Our strategy for developing responsible student behaviour 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 interpretations about the actual behaviours of students in the schools. There are five systems, as illustrated on the diagram below.





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▪ Universal behaviour support

Our whole school approach provides a supportive learning environment through:

- open communication with the school community on *The Code of School Behaviour* and the school's *Responsible Behaviour Plan for Students*
- shared school values and a positive, inclusive culture
- establishment of agreed programs and procedures that are known and understood by all members of the school community
- staff, student and parent access to professional development, education or training
- managing of incidents through clear and well-understood processes
- supporting students, and building strong community relationships.

A integral component of Linville State School's whole school approach to positive behaviour support is the focus on the ***Nine Values for Australian Schooling***.

The aim is to:

- develop a supportive and more productive school environment for all students and staff
- assist students to develop improved self-esteem through getting to know and understand themselves better
- assist students and the community to develop a more productive means to determine appropriate human responses to real-life situations.

Because of the small and intimate school environment, students generally display these values, encouraged by regular modelling and praise. On occasions, when one or more of these values is not suitably demonstrated, explicit discussion and/or activities will be provided to re-focus on a particular value. No set program is followed for this. Rather, teachers are eclectic in their use of a range of commercially available materials, choosing activities, topics, and role-plays that suit the specific situation. The small school environment allows this immediate and specific response to inappropriate behaviour.

Encouraging and Maintaining Positive Behaviours

School/classroom rules and expectations:

- reflect the *Nine Values for Australian Schooling*
- embody the key messages and a common language
- recognise and focus on positive practices and behaviours
- are fair, clear and framed in a positive way
- are developed collaboratively with the students and continually revisited
- are modelled by staff
- are implemented in a consistent, fair and just manner.

Encouraging Understanding of the Expectations

The process for developing an understanding of the expected behaviours involves:

- working collaboratively with the whole school community
- modelling of expected behaviours by all staff at all times
- explicitly teaching and reinforcing the expectations in whole school / class meetings, newsletters, special events etc
- incidental but focussed learning situations
- all staff drawing students' attention to the expectations and correcting students as part of their everyday practice.



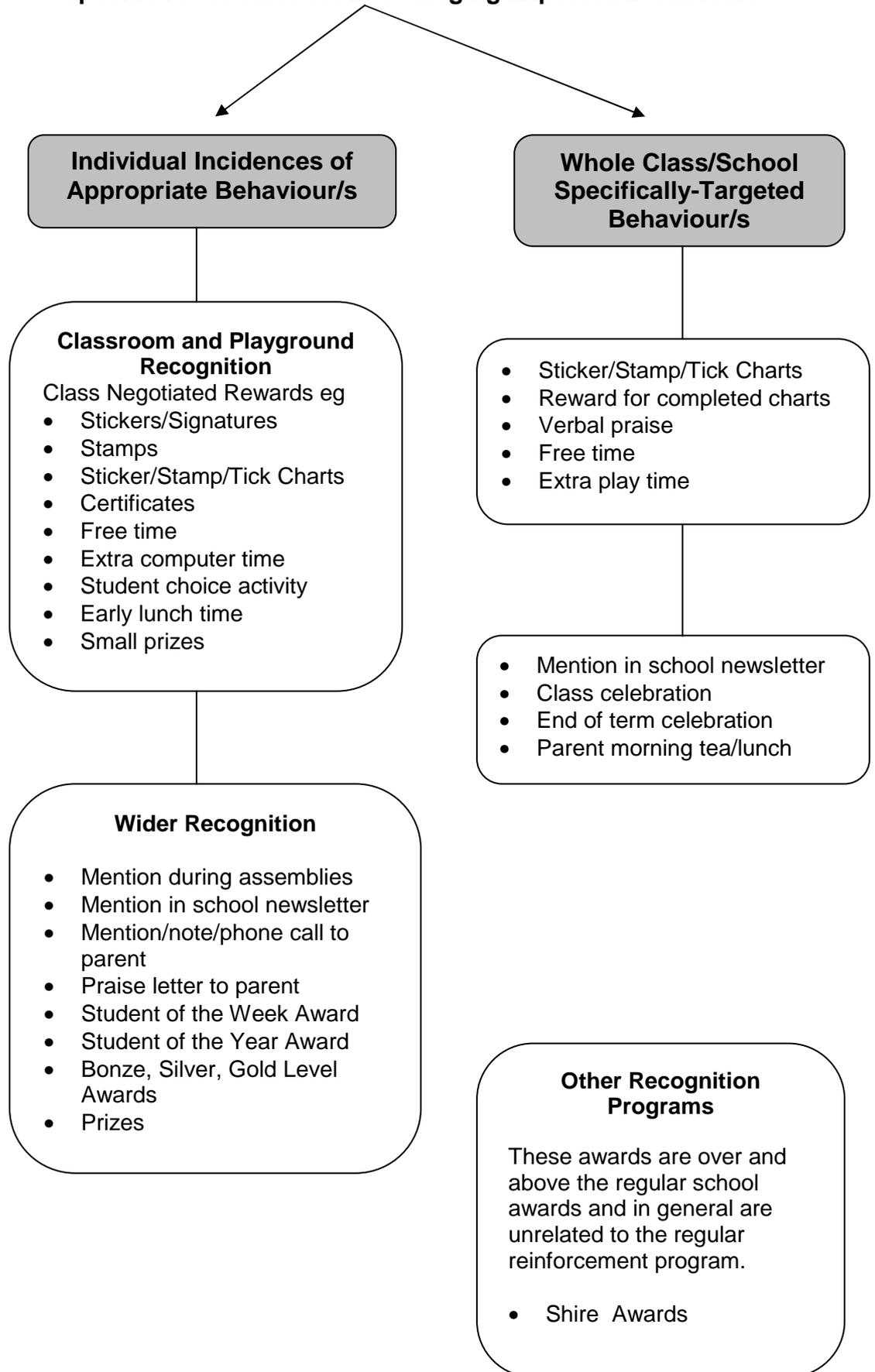
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Specific Procedures for Encouraging Expected Behaviours





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Linville State School



Our Best Always

Our School Rules

At Linville State School, we:

1. Treat other people and their property the way we like to be treated.
2. Take responsibility for our actions.
3. Use manners and speak appropriately.
4. Communicate honestly.
5. Stop and think before we act.



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• Targeted behaviour support

Due to the size of Linville State School, it is important to recognise that all staff are involved in the support of students who may need more targeted behaviour support. Contact is made between the students and the members of staff every day, in the playground, the classroom and in the local community. Staff discussions are used to identify students who may require targeted support, and a team approach is used to formulate and record strategies for implementation. Parents/caregivers are involved in the support through the classroom teacher/principal.

Strategies used for targeted behaviour support include:

- curriculum adjustment
- verbal and non-verbal reinforcement
- increased attention
- communication with the school community
- added responsibilities.

Curriculum Adjustment	Staff determine whether a student may need further support in curriculum related areas, and adjustments are made where necessary. This may involve: <ul style="list-style-type: none"> • working with a teacher aide or learning support teacher • adjusted class work • working with a peer or older student.
Verbal	Verbal reinforcement, used every day in both the classroom and playground, includes: <ul style="list-style-type: none"> • specific reinforcement e.g. Thank you for sitting down. • Targeted direction giving.
Non-Verbal	Non-verbal reinforcement, used every day in both the classroom and playground, includes: <ul style="list-style-type: none"> • body language – smile, thumbs up • behaviour charts • privately understood signals • proximity to the child in terms of desk placement or where staff members are standing • awards
Increased attention	Some students may require increased attention for either curriculum needs or to reinforce acceptable behaviour. This may occur through: <ul style="list-style-type: none"> • One-on-one curriculum support with the teacher • Teacher aide support • Curriculum support through an older classmate.
Communication within the school community	Communication with the parents/caregivers occurs through all stages of targeted behaviour support, and includes positive/encouraging letters or phone calls home.
Added responsibilities - meaningful roles	A child who is receiving targeted behaviour support may benefit from added responsibilities within the classroom or school. These responsibilities can include: <ul style="list-style-type: none"> • Peer tutoring • Working with a younger or older classmate • Classroom jobs • School grounds jobs.



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• Intensive behaviour support

At Linville State Schools, all students who are considered to be “seriously at risk” of significant educational underachievement due to their inappropriate behaviours are supported using a proactive problem solving approach.

A functional analysis approach to assessing behavioural problems is adopted involving a systems approach which looks at the ‘whole’ child. It covers such areas as:

Case Management:

The case manager for each student who is identified as “seriously at risk” is the teacher/principal. However a support team approach is adopted with a range of staff working collaboratively. Students who are considered to be “at risk” and have experienced an array of severe management strategies, such as suspension or exclusion, should proceed through a systematic assessment procedure. This may include:

- collation of data which gives an overview of:-
 - (a) problematic behaviours and
 - (b) consequences implemented i.e. detentions, suspensions etc
- referral to Guidance Officer for assessment and preliminary behavioural support
- referral to Advisory Visiting Teacher for Behaviour Support for consultation or support
- full team collaboration to undertake a functional behavioral assessment and develop an *Individual Behaviour Support Plan*.

Strategies used will be preventative, supportive and/or corrective.

Preventative – the action taken to prevent or minimise unnecessary disruption. This may include effective learning and teaching practices, classroom organisation, positive modelling and the use of appropriate content and curriculum material.

Supportive – the action taken to employ support for the student and teacher. This may mean strategies teachers put in place to assist students or it may mean additional support from other staff in the school for the teacher and student.

Corrective – the actions teachers take when disruptive behaviour occurs. This includes positive correction strategies outlined in the *Individual Behaviour Support Plan*.

All behaviour that is contrary to school and classroom procedures will be managed based on the individual/s involved. Parents of the child/children involved will be informed of major breaches of behaviour and consequences will be developed based on individual circumstances.

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.

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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).

Physical Intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

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

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

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:

- property destruction

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- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

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

Record keeping

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- incident report (Appendix 4)
- [Health and Safety incident record](#) (link)
- debriefing report (for student and staff) (Appendix 5).

6. 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 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 will result in the Principal notifying the parents/carers.

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. Students will be asked to complete a *Behaving Responsibly-Reflections* sheet. Parents/carers will receive a copy. If additional support is required to implement the plan, the principal will make a referral to the behaviour support teacher.

5: School Intervention and Recording of Student's Inappropriate Behaviour

The school will arrange for counselling if required, and will make genuine attempts to involve the student in the resolution of serious conflicts and problems



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that arise. To inform further planning and decision making processes, incidents of inappropriate behaviour are recorded, and filed in the student's file.

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, 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 after consideration has been given to all other responses.

Step 8: Suspension Procedures

This is implemented in line with the Education Queensland policy *SM-16 Student Disciplinary Absences*.

Step 9: Recommendation for Exclusion

This is implemented in line with the Education Queensland policy *SM-16 Student Disciplinary Absences*.

7. Responding to Incidents of Bullying (including Cyber bullying)

Linville State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- raising achievement and attendance
- promoting equality and diversity and
- ensuring the safety and well-being of all members of the school community.

There is no place for bullying in Linville State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

Bullying behaviours that will not be tolerated at Linville State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Bullying may be related to:

- race, religion or culture
- disability
- appearance or health conditions
- sexual orientation
- sexist or sexual language
- young carers or children in care.



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At Linville State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

The anti-bullying procedures at Linville State School are an addition to our already research-validated schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Linville State School ensures that:

- Our behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the school rules and have been taught the expected behaviours attached to each rule in all areas of the school
- All students have been or are being taught the specific routines in the nonclassroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the nonclassroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the nonclassroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the nonclassroom

8. The Use of Personal Technology Devices at 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 personal technology devices like cameras, digital video cameras, mobile phones or MP3 players to school unless permission has been gained from the class teacher. If permission has been gained, these devices must be kept at the school office, until they are needed. If devices are brought to school without permission, they 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 disciplinary action.

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



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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.

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 Linville State School. Students must not record images or events during school hours 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 or harassment.

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 disciplinary action (including suspension and recommendation for exclusion).

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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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 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.*

9. Network of student support

The school is able to access support both within the Department of Education and the Arts, and through the community. An outline of some of these include:

DISTRICT & OTHER E.Q. SERVICES	COMMUNITY SERVICES
<ul style="list-style-type: none"> ▪ Support Teacher: Learning Difficulties ▪ Guidance Officer ▪ District Advisory Visiting Teacher - Behaviour Support ▪ District Advisory Visiting Teacher – Students With Disabilities ▪ Senior Guidance Officers ▪ Access to Behaviour Management Funding ▪ Access to “Kids in Care” Funding 	<ul style="list-style-type: none"> ▪ Department of Child Safety ▪ Juvenile Aid Bureau ▪ Police Liaison Officer ▪ Qld Health Services (Nurse)

10. Consideration of individual circumstances

Linville State School uses strategies that take into account the different abilities, skills and life experiences of students, through our curriculum, interpersonal relationships and organisational practices. A range of significant factors are considered when choosing responses to student behaviour, including context, emotional well-being, culture, gender, race, socioeconomic situation and impairment, all of which can influence the way in which students act and react to adult responses.

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. Therefore, special consideration is made for the academic, physical, intellectual, cultural socio-economic, behavioural and medical needs of students.

11. 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 1995
- Workplace Health and Safety Regulation 1997





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- Right to Information Act 2009
- Information Privacy (IP) Act 2009

12. Related policies

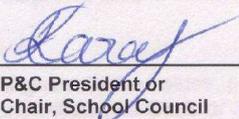
- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
- SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools
- SMS-PR-022: Student Dress Code
- SMS-PR-012: Student Protection
- SCM-PR-006: Hostile People on School Premises, Wilful Disturbance 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

13. Some related resources

List any related resources identified.

Endorsement


Principal


P&C President or
Chair, School Council

Regional Executive Director or
Executive Director (Schools)

Date effective:

from 27/01/10 to 31/12/10

Behaving Responsibly - Reflections

by _____



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1. What happened :

2. What I did :

3. Why I did it :

4. What values, or rules I didn't demonstrate :

5. What I will do to make amends :

6. What I will do the next time :

Signed : _____ Date : _____