WOOROOLIN STATE SCHOOL
Responsible Behaviour Plan for Students

1. Purpose

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

The Code of School Behaviour is designed to facilitate high standards of behaviour at Wooroolin State School so that the learning and teaching in our school can be effective and students can participate positively within our school community.

2. Consultation and data review

Wooroolin State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through conversation and community meetings held throughout the year. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2014-2017 also informed the development process.

3. Learning and behaviour statement

All areas of Wooroolin State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

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

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

> Be **Productive**
> Be **Responsible**
> Be **Organised**
> Be **United**
> Be **Disciplined**, *Make Wooroolin PROUD*

Our school expectations have been agreed upon and endorsed by all staff, students and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour. Our school follows Positive Behaviour for Learning (PBL) processes.

What is Positive Behaviour for Learning (PBL)

Positive Behaviour for Learning (PBL) is an approach to improving the quality of life of individuals. PBL is grounded in applied behaviour analysis, which seeks to answer socially important questions through the study of behaviour in applied or 'real' settings, such as the school, the home, community and the workplace. In applied behaviour analysis, behaviour is not just a physiological response, it is a physiological response that has social meaning. For this reason, students who from an early age have persistent problem behaviour that violates social norms, often experience an impaired quality of life beyond school and into adulthood.

PBL is an evidence-based whole school approach which establishes the social culture needed for schools to be effective learning environments for all students. It is not a program, rather an organisational framework for identifying, adopting and applying evidence-based practices for building and supporting academic and social success for all students. PBL ensures that all students have been taught the social and emotional skills needed to succeed in school and beyond. PBL assists schools to teach students expected social behaviours and, when implemented with integrity, it is an effective strategy for preventing school-based behaviour problems including violence and bullying. Teaching and supporting social behaviour skills creates student behavioural health and contributes to improving the effectiveness of academic support systems.

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

Universal behaviour support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Wooroolin State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support – a strategy directed towards **all** students which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

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

- Introduction of the weekly rule at School Parade
- Weekly behaviour lessons conducted by classroom teachers; and
- Reinforcement of learning during active supervision by staff in classroom and non-classroom activities.

A copy of the **Wooroolin State School Behaviour Matrix** is attached at *Appendix 1*. The school's **Yearly PBL Lesson Plan Outline** is attached at *Appendix 2*.

Reinforcing expected school behaviour

At Wooroolin State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards. The Wooroolin State School **PBL Responses to Positive Behaviour** is attached at *Appendix 3*.

Whole School Reinforcement Processes and Strategies

- ✓ Provision of the school's Code of School Behaviour to all enrolling students, parents and staff members
- ✓ Publication of the school's Responsible Behaviour Plan for Students on the school's website and on the school's G: drive
- ✓ Inclusion of PBL training in our induction processes for new staff
- ✓ Publication of a PBL Handbook for staff, students and the community
- ✓ Fortnightly notices in the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations
- ✓ Twice-termly meetings of our PBL Action Team to discuss data and formulate future planning
- ✓ Dissemination of actions/information leading from the PBL Team Meetings to staff and our P&C
- ✓ Liaison with local support staff (eg Inclusion Teacher, Guidance Officer)
- ✓ Liaison with regional PBL support staff to guide, support and direct the school's PBL journey
- ✓ Provision of professional development to members of the PBL Team, staff and the P&C
- ✓ Student of the Month
- ✓ Student(s) of the week
- ✓ Annual PROUD awards – Academic (Junior and Senior), Sporting, Cultural and Encouragement awards
- ✓ Presentation of the Horne Trophy and Medal to the student who has demonstrated the highest school spirit (Making Wooroolin PROUD)
- ✓ Provision of professional development to all staff on the successful implementation of Effective Strategies for Classroom Management and coaching and feedback on these
- ✓ Use of negotiated whole-school processes around PBL and the Data Collection Process
- ✓ Visual representations (posters) of the school PROUD behaviours displayed in prominent areas of the school

Wooroolin State School operates a tiered system of rewards for End of Term Rewards based on the **Wooroolin State School End-of-Term Rewards Matrix** (attached at *Appendix 4*). Student behaviour across a wide range of elements is considered from a range of data analysed by the PBL Action Team, classroom teachers, support staff and volunteers related to aspects of our End-of-Term matrix (eg guitar teacher, band leader).

Classroom Processes and Strategies

✓ Visual representations (posters) of the school's behaviour expectations in every classroom
Rewards Café is offered to all students throughout the term where 'stars' can be traded for prizes from the Rewards Box and Gold, Silver, Bronze classroom certificates can be exchanged
✓ Situation-specific teaching and learning to support a group's social-emotional learning eg *Zones of Regulation*

Differentiated Reinforcement Processes and Strategies

✓ The publication and use of PROUD Passports for students as a tangible representation of reward when positive behaviours are demonstrated
✓ Use of personalised stamps on the Passport to encourage positive behaviours
✓ Use of a negotiated classroom system of rewards when 'stars' are met on the student's Passport
✓ Use of a negotiated classroom system of rewards when a student completes a page or pages of their Passport to generate classroom Bronze, Silver and Gold rewards
✓ Students have input into choices for Bronze, Silver and Gold rewards
✓ Individual student work books record outcomes from the weekly PBL lesson plans
✓ Situation-specific teaching and learning to support an individual's social-emotional learning (eg *The Brave Project*)
✓ Curriculum and/or pedagogical modifications are designed to support differentiated academic, behaviour and/or social needs

Specific policies have been developed to address:

• The Use of Personal Technology Devices at School (*Appendix 5)*
• School Policy for Preventing and Responding to Incidents of Bullying (including cyberbullying) (*Appendix* 6); and
• Appropriate use of Social Media (*Appendix 7).*

Responding to Unacceptable Behaviour

A. Redirecting 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 to change their behaviour so that it aligns with our school's expectations.

Our preferred way of redirecting low-level problem behaviour is to ask students to think of how they might be able to act in a way to Make Wooroolin PROUD. 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.

Attached at *Appendix 8* is the school's **PBL Responses to Unacceptable Behaviour**.

Staff at Wooroolin State School are trained in the use of Essential Classroom Management Skills and have at their disposal, a range of strategies to redirect a student's inappropriate behaviour. Some of these are listed below and form a list from least to most intrusive.

Least Intrusive

- ❖ Tactical ignoring
- ❖ Selective attending
- ❖ Proximity
- ❖ Proximity with touch interference
- ❖ Body language encouraging
- ❖ Waiting and scanning
- ❖ Pause in talk
- ❖ Cueing (verbal/non-verbal/parallel)
- ❖ Descriptive encouraging
- ❖ Non-verbal redirection (eg private signals)
- ❖ Distraction/diversion
- ❖ Non-verbal directional action (eg clapping)
- ❖ Oral directional phrase (eg 'SHELL', '123 eyes on me')
- ❖ Curriculum redirection
- ❖ Calling the student's name
- ❖ Questioning to redirect (eg rule question)
- ❖ Individual close talk
- ❖ Verbal redirection – directive question
- ❖ Verbal redirection – directive statement
- ❖ Give choices (incorporating consequences)
- ❖ State logical consequence
- ❖ Follow through – enforce consequences
- ❖ Move student in room/playground
- ❖ Move student to Time Out or Reflection Room
- ❖ Remove student from classroom/playground
- ❖ Have third party remove student from classroom/playground
- ❖ Remove rest of class from room/area
- ❖ Physical restraint (non-violent crisis intervention)

Most Intrusive

Using the acronym 'SHELL'

Wooroolin State School also uses the acronym SHELL to assist in the reinforcement of preferred behaviours at the beginning of instructional time and when lining up and moving through the school. SHELL has similar meanings for indoor or outdoor use.

In the classroom, SHELL means *Sit up straight (chair in, back straight); Hands on the desk; Eyes facing the speaker; Lips closed; Let's learn*. In an outdoor setting (eg at line up or while moving through the school) SHELL means *Stand up straight; Hands not touching others; Eyes facing the direction of travel (or the speaker); Lips closed; Let's move*.

B. Targeted Behaviour Support

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

Students identified for targeted behaviour support attend their normal scheduled classes and activities with appropriate adjustments if required. However, they have increased daily opportunities to receive positive contact with adults, additional support from check-in/check-out processes and receive increased opportunities to receive positive reinforcement. Where required, adjustments are made to support students through academic adjustments, adult mentoring or intensive social skills training.

Targeted behaviour support is coordinated by a school-based team (PBL Action Team) with active administrator support and staff involvement. All staff members are provided with continuous professional development consisting of an overview of the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported.

Students requiring targeted support will be referred to the Reflection Room (refer to Section 5 – Consequences for Unacceptable Behaviour) where they will have an opportunity to work with trained staff to reflect on their behaviours, the consequences of these, and the impact it has on the school's behaviour expectations. Students work with a staff member to complete a **Reflection Sheet** (*Appendix 9)* and begin self-monitoring (*Appendix 10 –* **Monitor Sheet**). Students in Years Prep – Year 2 will use a check-in/check-out system for 3 school days. Students in Years 3 – 6 use this monitoring system for 5 school days. The Principal discusses monitoring with all students and a note (*Appendix 11 –* **Reflection Room Note to Parents**) and/or phone call is made to the student's parents/carers to inform them of their child's actions leading to the targeted support and the expectations that are now in place.

Students whose behaviour does not improve after participating in this support programme, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

C. Intensive Behaviour Support

Wooroolin 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. If this is the case, the PBL Team will:

- Facilitate a Functional Behaviour Assessment;
- Work with other staff members to develop appropriate behaviour support strategies;
- Monitor the impact of support for individual students through ongoing data collection;
- Make adjustments as required for the student; and
- Work with the regional behaviour support team to achieve continuity and consistency.

Parent support is strongly encouraged. Relevant staff members, including regional staff, will form a support team and begin the assessment and support process. In many cases, the support team also includes individuals from other agencies already working with the student and their family, the Principal and regional behaviour staff.

In consultation staff, parents/carers and with input from the student, the Team may create an Individual Behaviour Support Plan and/or Risk Management Plan and/or Mental Health Plan to support students who may require intensive behaviour support.

5. Consequences for unacceptable behaviour

Wooroolin State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. An **Incident Report** (*Appendix* 12) is used to record all minor and major problem behaviour.

The table at *Appendix* 13 outlines examples of **Minor and Major Problem Behaviours**.

Minor and major behaviours

When responding to problem behaviour, the staff member first determines which is the *first* or *most serious* behaviour leading to the writing of an Incident Report. All Incident Reports are sent to the Principal who makes the decision on whether the incident is a minor or major problem behaviour.

Minor behaviours are those that:

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

Minor behaviours may result in the following consequences through our school's Step system. This system provides immediate feedback on a student's low-level behaviours.

In class:

Step 1 – Reminder
Step 2 – Time Out/Detention
Step 3 – Incident Report
Step 4 – Removal of student from the classroom

Out-of-class, staff operate a similar system.

Step 1 – Reminder
Step 2 – Time Out/Detention and/or Incident Report
Step 3 – Removal of student from the out-of-class situation

Major behaviours result in an immediate referral to the Principal because of their seriousness. When a 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 an Incident Report and escorts the student to Administration.

The accumulation of three Minors in one school week constitutes a Major. The accumulation of five Minors in one term constitutes a Major.

Major problem behaviours may result in the following consequences.

- **Level One**: Time at the Principal's office, loss of privileges, restitution, loss of break times, warning regarding future consequence for repeated offence, referral to the Reflection Room, self-monitoring (check-in/check-out)

- **Level Two**: May include consequences from Level One and in addition may also include parent contact, re-referral to the Reflection Room, in-school suspension, suspension from school. At this stage, intensive support will be offered. This could include a Guidance and/or Intensive Behaviour Support referral may be suggested and implemented resulting in a Functional Behaviour Assessment, Intensive Behaviour Support Plan, Risk Management Plan and/or Health Plan as well as support from external agencies.

- **Level Three**: Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

The Reflection Room and check-in/check-out (self-monitoring) system

Students with Level Two behaviours may be referred to the Reflection Room. Students are withdrawn from the playground while waiting for lunchtime reflection time.

The Reflection Room is a quiet room used to support the student identify and accept responsibility for their problem behaviour as well as create an action plan for change and restitution. Trained staff take students through a PBL Plan to assist with this process.

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour.

The PBL Plan helps students:

- Articulate the relevant expected school behaviour(s);
- Explain how their behaviour differs from expected school behaviour;
- Describes the likely consequences if the problem behaviour continues;
- Identifies what they will do to change their behaviour in line with expected school behaviour; and
- Identifies any restitution still requiring action.

After completion of the PBL Plan, students discuss the contents with the Principal and/or other staff member who may have written the Incident Report. The student is provided with mentoring and coaching on future behaviour expectations and consequences if this, or other problem behaviours are repeated. A note is sent home to the student's parents/carers to notify them of their child's visit to the Reflection Room.

The student then uses the check-in/check-out system (Monitor Sheet) (3 days for Prep – Year 2 students, and 5 days for Years 3-6) to self-monitor and receive feedback. Should a student continue to follow the school's behaviour expectations, the student will receive positive feedback on their Monitor Sheet (a tick). If low-level behaviour persists, the student will receive negative feedback (a cross). If the student receives three negative feedbacks before the completion of their self-monitoring or is involved in a separate major incident, the student will be immediately referred to the Principal. Further Level Two consequences are given at the Principal's discretion.

Once self-monitoring is complete, the student returns to the Reflection Room to consider what has been successful. Positive feedback is then provided to the parents/carers to inform them of the student's success (*Appendix 14 –* **Note to parents of successful completion of self-monitoring**)

Student breaches of Bus Code of Conduct

Student breaches of the bus code of conduct will be supported with consequences at school. If a student breaches the bus code of conduct and receives a Red Card, the Principal will discuss this breach with the student. The student will be withdrawn from play on the day of the breach in order to take time to reflect on their behaviour. **A Red Card will be recorded and counted as a Major incident in the calculation of end-of-term rewards**.

Ensuring consistent responses to problem behaviour

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

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

Data collection

Data collection and interpretation form an important and integral part of ensuring consistency in responses to positive and problem behaviours. At monthly PBL meetings, the team considers a range of data collected and collated through the school's behaviour database. This data assists in identifying and monitoring whole school, group and individual problem behaviours as well as providing positive data to assist in the determination of end-of-term rewards. Data informs future planning for support and interventions.

The Wooroolin State School **Positive Behaviour Reward and Data Collection Process** is attached at *Appendix15*.

The Wooroolin State School **Unacceptable Behaviour Data Collection Process** is attached at *Appendix 16*.

6. 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

1. *Avoid escalating the problem behaviour:* Avoid shouting, cornering the student, moving into the student's personal space, touching or grabbing the student or their belongings, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

2. *Maintain calmness, respect and detachment:* Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.

3. *Approach the student in a non-threatening manner:* Move slowly and deliberately toward the problem situation, speak privately to the student where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

4. *Follow through:* If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

5. *Debrief:* Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

Physical intervention

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

- Physically assaulting another student or staff member; or
- Posing an immediate danger to him/herself or to others.

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

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

It is important that all staff understand:
- Physical intervention cannot be used as a form of punishment;
- Physical intervention must not be used when a less severe response can effectively resolve the situation and the underlying function of the behaviour.

Physical intervention is not be used as a response to:
- Property destruction;
- School disruption;
- Refusal to comply;
- Verbal threats; and
- Leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:
- Be reasonable in the particular circumstances;
- Be in proportion to the circumstances of the incident;
- Always be the minimum force needed to achieve the desired result; and
- Take into account the age, stature, disability, understanding and gender of the student.

Record Keeping

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/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx online.

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7. Network of student support

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

- Parents
- Teachers
- Support Staff
- Principal
- Guidance Officer
- Advisory Visiting Teachers
- PBL support staff
- Senior Guidance Officer

External support is also available through the following government and community agencies:

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

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.

Wooroolin 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 the rights of all students to:
  o Express opinions in an appropriate manner and at the appropriate time
  o Work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  o Receive adjustments appropriate to their learning and/or impairment needs.

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9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies and procedures

- Statement of expectations for a disciplined school environment policy
- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
- Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Temporary Removal of Student Property by School Staff

11. Some related resources

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

Endorsement

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Principal   **P&C President**

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