**Durack State School**

**Responsible Behaviour Plan for Students**

based on *The Code of School Behaviour*

1. **Purpose**

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

   Positive and responsible student behaviour is essential to the smooth running of the school, to the achievement of optimal learning opportunities, and to the development of a supportive and cooperative school environment.

   The school provides a positive culture where bullying is not accepted, and in so doing, all will have the right to respect from others, the right to learn, and a right to feel safe and secure in their school environment.

2. **Consultation and data review**

   Community consultation informs this plan. Parents, students and staff have all contributed to the development and implementation of the School Wide Positive Behaviour Support plan that operates in the school. This ongoing process underpins the development of explicit and targeted teaching of the universal expectations within our school.

   The process of consultation and data review began in February 2008 and will continue as the SWPBS plan is implemented.

   This plan was endorsed by the Principal, President of the P&C, LCC and Regional Executive Director, Moreton East, in December 2009.

3. **Learning and behaviour statement**

   Durack State School’s ‘Responsible Behaviour Plan for Students’ is formulated to align with the development and implementation of School Wide Positive Behaviour Support and in support of the vision we hold for our students.

   **Our vision is to encourage students to strive to reach their full potential within a safe, nurturing, learning environment built on respect.**

   We believe this vision can be achieved through our global school expectations:

   Dragon’s are: safe, respectful learners.

   These expectations aim:
   - To build and maintain a safe and productive school environment
   - To ensure a whole school approach
   - To teach acceptable behaviours and therefore minimize challenging behaviours
   - To support well understood and logical sequence of consequences and rewards
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

- **Universal behaviour support**

Our global expectations of ‘Dragons are safe, respectful learners’ are underpinned by a matrix of acceptable behaviours. These are supported at the classroom level by explicit, targeted lessons which are taught to all students in all year levels.

**Dragons are:**

<table>
<thead>
<tr>
<th><strong>Whole School</strong></th>
<th><strong>Safe</strong></th>
<th><strong>Respectful</strong></th>
<th><strong>Learners</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- I walk when moving around school</td>
<td>- I speak and act kindly</td>
<td>- I know the school expectations of behaviour</td>
<td></td>
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<tr>
<td>- I keep my hands and feet to myself</td>
<td>- I take care of myself, others and property</td>
<td></td>
<td></td>
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<tr>
<td>- I report dangers</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>- I am in the right area</td>
<td>- I wear school uniform</td>
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<tr>
<td>- I talk about any problems</td>
<td>- I am always on time</td>
<td></td>
<td></td>
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<tr>
<td>- I am sun safe</td>
<td>- I use good manners</td>
<td></td>
<td></td>
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<tr>
<td>- I sit safely</td>
<td>- I am honest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- I report dangers</td>
<td>- I follow instructions first time every time</td>
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</table>

Matrix of acceptable Whole School Behaviours that informs the explicit lessons.

To engage students, curriculum is interesting and appropriate and fully inclusive. Students learning needs are catered for through a differentiated program, with specialist intervention provided to support the diverse nature of students at our school.

The school provides a wide ranging positive extra-curricula program for students including cultural, sporting, academic, leadership and social activities.

Student wellbeing is enhanced through the provision of a Breakfast Club which is accessible by all students, providing a healthy start to each school day. Student social and emotional wellbeing is catered for through values teaching and carefully monitored through ‘Clowning Around’ data.

Through the nature of School Wide Positive Behaviour Support, all staff are involved in the development and implementation and as a result are providing a uniform approach in our school to behaviour and the management of student well being.

Positive behaviours are recognized and promoted

- “Gotcha” Awards – Children who are “doing the right thing” in the playground are to receive Gotcha Cards. All these are placed in the box in the office and 5 are selected on assembly to receive a tangible award
- Helping Hands – Student volunteers
- “Honour Awards” – for students who demonstrate a sound application of our values and beliefs, or achievement through academic application
- Principals Awards – for academic achievement
- Class awards program
• **Targeted behaviour support**

Targeted behaviour support is delivered in the first instance through the explicit teaching of lessons designed by the school. Individuals or groups displaying higher level behaviours are addressed through:

- Chaplaincy programs
- Friendship Group
- Individual behaviour contracts/flow charts
- Alternate play/class placements
- Parent support

Targeted behaviour support throughout the day may be sought by the use of a white referral form. Parents are notified if such support is requested.

<table>
<thead>
<tr>
<th>Behaviour Incident Report</th>
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<tbody>
<tr>
<td>This notification is to be used when office intervention has been requested. Please submit no later than 9:00am of the morning following the incident.</td>
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<table>
<thead>
<tr>
<th>Student’s Name</th>
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</thead>
<tbody>
<tr>
<td>Teacher’s Name</td>
</tr>
<tr>
<td>Date</td>
</tr>
<tr>
<td>Time</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Nature of Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic infringement</td>
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<tr>
<td>Anti-social behaviour</td>
</tr>
<tr>
<td>Avoidance behaviour</td>
</tr>
<tr>
<td>Bullying/harassment</td>
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<tr>
<td>IT abuse</td>
</tr>
<tr>
<td>Non-compliance</td>
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<tr>
<td>Physical aggression</td>
</tr>
<tr>
<td>Vandalism</td>
</tr>
<tr>
<td>Verbal aggression</td>
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<tr>
<td>Other</td>
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| Brief description of Behaviours Observed |

• **Intensive behaviour support**

Intensive behaviour support for individuals demonstrating high level challenging behaviours may include one or more of the following strategies:

- Individual behaviour flow chart-in consultation with admin, teacher and parent
- Modified daily program of curriculum and break times-supported by
- AVT Behavioural support
- Counselling-Guidance Officer
- In-house suspension
- Suspension
- Exclusion

Parents will be kept informed and actively encouraged to support the development of their child’s supportive behaviour plan.

5. **Emergency responses or critical incidents**

An emergency or critical incident is one which is:

- Sudden
- Unexpected
- Urgent
- Requiring of immediate action
Severe problem behaviour is characterised by its
- intensity
- frequency
- duration
- and the likelihood that somebody is in danger

Should student behaviour escalate and require defusing, staff will employ the following strategies
- approach in a non-threatening manner
- avoid any actions which will heighten the situation eg-yelling, rushing, cornering, anger
- maintain calmness throughout the encounter
- follow through once calmness prevails
- debrief

Physical intervention includes
- coming between students
- blocking a student’s path
- leading a student by the arm
- shepherding a student by gentle guidance with the palm of one hand in the centre of the upper back
- removing dangerous objects

Physical Intervention should only be considered if
- all avenues of non-physical intervention have been used and the situation is still critical
- staff or students are in immediate danger

Physical intervention should not be used as a response to
- property destruction
- disruption
- non-compliance
- verbal threats
- leaving the class or school grounds unless immediate danger is detected

Any use of physical intervention is to be
- a proportionate response
- minimal
- immediately recorded and reported to administration

6. Consequences for unacceptable behaviour

Consequences of unacceptable behaviour include
- Redirection
- Reminder of consequences
- Time out in buddy class or in playground
- Responsible thinking area
- Parent communication
- In-house suspension
- Behaviour flowchart
- Behavioural Advisory Visiting teacher (AVT) referrals
- Suspension
- Alternative placement-ARIC, Tennyson
- Exclusion
Student disciplinary absences are utilized as a consequence after considering all other responses. One School is used for the recording of all data relating to behaviour.

7. Network of student support

The school’s Special Needs Committee led by the Principal is the forum for ensuring that individual needs are addressed when supporting children through a range of agencies.

Support Agencies that can be drawn on to support students
- Culturally appropriate liaison officers
- Behavioural Management Team – AVT
- ARIC-Acacia Ridge Intervention Centre
- Early Childhood Intervention Team
- Pathways
- Interagency forums
- Kids in Mind
- Department of Child Safety
- School based Police liaison officer
- JAB

8. Consideration of individual circumstances

Consequences for breaking the rules or breaching the schools Responsible Behaviour Plan for Students vary according to a number of factors which may include:
- Age of child
- Previous behaviour record
- Severity of the incident
- Amount of reliable evidence
- Degree of provocation
- Intent of the action
- Honesty and perceived level of genuine remorse.

To ensure alignment with the Code of School Behaviour when applying consequences and inclusive strategies, the individual circumstances and actions of the student and the needs and rights of the school community members will be considered at all times.

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 Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies
11. Some related resources

1. National Safe Schools Framework
   (ncab.nssfbestpractice.org.au/resources/resources.shtml)
2. National Framework for Values Education in Australian Schools
   (www.valueseducation.edu.au)
   (www.education.qld.gov.au/curriculum/values/)
6. School Wide Positive Behaviour Support
7. Code of Conduct for School Students Travelling on Buses

Endorsement

Principal ____________________________ P&C President or Chair, School Council

Regional Executive Director or Executive Director (Schools)

Date effective:

from .................................................. to ..................................................