Responsible Behaviour Plan

School Wide Positive Behaviour Support Mission Statement

The community of Glen Aplin State School will strive for a responsible, safe, respectful, learning environment that will enable our students to reach their full potential.
Responsible Behaviour Plan for Students

1. Purpose

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

2. Consultation and data review

This revised plan will continue to be reviewed and developed, in collaboration with our school community, as part of our participation in the Positive Behaviour for Learning Program. Broad consultation with parents, staff and students was undertaken through the School Wide Positive Behaviour Support Program (SWPBS) data gathering process, throughout 2014. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents form a regular part of our review at PBL team meetings. The School Wide Positive Behaviour team, with community representation, meets regularly and reports to the school community. A revised Responsible Behaviour Plan, endorsed by the PBL team, will be distributed to the school community in 2015 and will be distributed via the School Enrolment package and Staff Induction processes.

This revised Plan is endorsed by the Principal, the President of the P&C and Assistant Regional Director, and will be reviewed regularly as we progress through the PBL program.

3. Learning and behaviour statement

All areas of Glen Aplin 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 behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Glen Aplin State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

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

Glen Aplin State School 2014
- I am Safe
- I am Responsible
- I am Respectful
- I am a Learner

Our school values have been agreed upon and endorsed by students, staff, parents and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour.

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

Universal behaviour support

Glen Aplin State School implements the following proactive and preventative processes and strategies to support student behaviour:

- Regular updates and information in the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- Positive Behaviour for Learning team members provide regular information to staff and parents, and support to others in sharing successful practices.
- Expectations are clearly displayed in all areas of the school
- Expectations are recited by all students and staff regularly
- An induction program in the Glen Aplin State School Responsible Behaviour Plan for new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Development of specific policies to address:
  - The Use of Personal Technology Devices* at School
  - Procedures for Preventing and Responding to Incidents of Bullying (Appendix).

The first step in facilitating standards of positive behaviour is communicating those standards to all students.

At Glen Aplin 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 designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

Our four school expectations form the basis of the new behaviour matrix (Appendix). All staff and community members are aware that this is a dynamic document that will change as the needs change within the school.

Glen Aplin State School 2014
Behaviour is shaped by the reinforcement it receives and the kind of consequences occurring after the behaviour, help to determine the way in which the behaviour continues.

The staff at GASS employ the following forms of behaviour reinforcement: Reinforcement is not manipulation. The ultimate goal of all external reinforcement is the natural reinforcement enjoyed as a result of the appropriate behaviour. The ultimate goal is to move from teacher intervention to self-reinforcement and thus expecting children to take responsibility for their own behaviour.

Reinforcing expected school behaviour
At Glen Aplin State School communication of our key messages about behaviour is supported through reinforcement, which provides students with feedback for engaging in expected school behaviour.

A recognition and monitoring system has been developed within classrooms and throughout the whole school. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and all staff. The effectiveness of this system is regularly reviewed at PBL and Staff Meetings.

Recognition and Monitoring system:

- *Behaviour walls* in each classroom display our behaviour expectations matrix to reinforce expected behaviours including a focus on positive consequences.
- *‘Behaviour Focus of the Week’* is introduced on Monday morning Parade and then taught in each classroom immediately following the parade. The Behaviour Focus is also published in the weekly school newsletter.
- *WOW AWARDS* are presented on parade to students demonstrating the agreed number of positive behaviour recognitions.
- WOW Awards are published in the school newsletter. The aim is to recognise students making the correct choices and ensuring the students are acknowledged within the wider community also.

Responding to unacceptable behaviour
Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

Re-directing low-level and infrequent problem behaviour
When students exhibit low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviours, then ask them to change their behaviour so that it aligns with our school’s expectations.

Our preferred way of re-directing low-level problem behaviour is to ask the student to think of how they might be able to act more:

Glen Aplin State School 2014
safely,
respectfully,
responsibly or
as a learner.

This encourages students to reflect/evaluate/plan how their behaviour could be modified so as to align with the expectations of our school community.

**Targeted behaviour support:**
Each year a small number of students at Glen Aplin 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.

A variety of strategies and adjustments will be implemented to assist these students to maintain expected behaviours. Students whose behaviour does not improve or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

**Intensive behaviour support: Behaviour Support Team**
Glen Aplin 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 PBL Support Team:**
- 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 together with external agencies also to achieve continuity and consistency.

The PBL Support Team has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to 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, a representative from the school's administration and district based behavioural support staff.

Glen Aplin 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.

Glen Aplin State School 2014
A behaviour incident form (Appendix) is used to record minor/major problem behaviours. The recording of three similar minor behaviours constitutes a major behaviour. Behaviour incidents are also recorded in OneSchool and are monitored by the PBL team.

Minor and major behaviours
When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- **Minor** problem behaviour is handled at the time of the incident, may be recorded.
- **Major** problem behaviour is recorded and referred directly to school Administration, if needed.

**Minor** behaviours are those that:
- are minor breeches of the school expectations.
- 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
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

- a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time out/thinking chair), individual meeting with the student, apology, restitution or detention for work completion
- students may be required to complete a behaviour report.
- a re-direction or Teaching Moment procedure. The staff member takes the student aside and:
  1. Names the behaviour that student is displaying,
  2. Asks student to name expected school behaviour,
  3. States and explains expected school behaviour
  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
- require the involvement of school Administration.

Major behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member contacts the school office and refers the student to Administration advising of the behaviour incident.
Consequences for major behaviours may include:

- Time in office
- Removal from class and play routine
- Alternate programs, including Managed Attendance
- Loss of privileges including withdrawal from excursions, school activities and special events. Duration of loss is at the discretion of the principal and will be determined by the behaviours.
- Restitution
- Referral to external agent eg Guidance Officer/Student Services Officer
- Suspension (Internal or external)
  - Record incident on One School
  - Parent Contact
  - Individual Behaviour Support Plan
  - Exclusion

SUSPENSION
Up to 30 days

The following principles provide the rationale for the use of a range of strategies including suspension, exclusion and the cancellation of enrolment in school behaviour management plans:

a. students have a right to learn in a safe and supportive environment where they are given the opportunity to develop their talents, interests and ambitions;

b. parents can expect their children to be educated in a safe and supportive environment which encourages care, courtesy and respect for the rights of all school community members; and

c. school staff can expect that they will be able to work in an orderly and cooperative environment.

To this end, the principal will make decisions about invoking school disciplinary absences which balance the interests of the individual student with the educative and safety needs of all others in the school.

School disciplinary absences are student absences from school as a result of suspensions, exclusions or cancellations of enrolment.

Suspension - prohibiting a student from attending an educational institution for a stated number of days.
Before enforcing a school disciplinary absence (except in circumstances which warrant immediate action) the decision maker should:

a. be satisfied that appropriate strategies for managing the behaviour have been used and that relevant school support staff have been involved;

Glen Aplin State School 2014
b. advise the student and the parent that a suspension, recommendation for exclusion or cancellation of enrolment of the student is being considered as a behaviour management response if the student's inappropriate behaviour persists;

c. inform the student of the grounds for considering a suspension, recommendation for exclusion or cancellation of enrolment; and

d. be satisfied that the strategies used do not discriminate against students, eg. on the basis of gender, race, disability, age or religion.

Principals have authority to:

a. suspend students for up to twenty school days (refer to sections 28 and 29 of the Education (General Provisions) Act 1989);

b. suspend students, with a recommendation to exclude to their supervisor (refer to sections 33 and 34 of the Education (General Provisions) Act 1989); and

c. cancel the enrolment of post compulsory aged students (refer to section 40 of the Education (General Provisions) Act 1989).

EXCLUSION
Exclusion - prohibiting a student from attending any number of or all state educational institutions for a period or permanently.

In special circumstances or at his/her discretion the Principal after consultation with relevant personnel may evaluate the circumstances of a particular individual case and take other action as deemed appropriate.

Examples of minor and major behaviour problems.

Minor
• Running on concrete or around buildings
• Not walking bike in school grounds
• Incorrect use of equipment
• Not playing school approved games
• Playing in toilets
• Minor physical contact (eg: rough play)
• Not wearing a hat in playground
• Not wearing shoes outside
• Not completing set tasks that are at an appropriate level
• Refusing to work
• Not being punctual (eg: lateness after breaks)
• Not in the right place at the right time.

Glen Aplin State School 2014
- Low intensity failure to respond to adult request
- Non compliance
- Unco-operative behaviour
- Minor dishonesty
- Littering
- Inappropriate language (written/verbal)
- Poor attitude
- Disrespectful tone
- Petty theft
- Lack of care for the environment
- Not playing fairly
- Minor defiance and or disruption to class
- Minor bullying / harassment

A series of minor behaviour issues within a concentrated period of time will constitute a major behaviour issue.

<table>
<thead>
<tr>
<th>Major</th>
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<tbody>
<tr>
<td><strong>Office referrals:</strong></td>
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<tr>
<td>Physical misconduct</td>
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<tr>
<td>Verbal misconduct</td>
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<tr>
<td>Unsafe</td>
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<tr>
<td>Unlawful</td>
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<tr>
<td>Series of minor behaviour issues.</td>
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</tbody>
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- Throwing objects
- Possession of weapons
- Serious physical aggression
- Fighting
- Possession or selling of drugs
- Leaving class without permission (out of sight)
- Leaving school without permission
- Major dishonesty
- Offensive language
- Aggressive language
- Verbal abuse / directed profanity
- Stealing / major theft
- Wilful property damage
- Vandalism
- Major bullying / harassment
- Major disruption to class
- Blatant disrespect
- Major defiance

**Relating problem behaviours to expected school behaviours**

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members may use to achieve this is to have students:

Glen Aplin State School 2014
• 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.

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

**SUGGESTED BEHAVIOUR FLOWCHART**

Specifically request the behaviour that is desired

- Compliance
  - Walk Away & Wait 5-10 Seconds
  - Non-Compliance
    - Request the behaviour that is desired
      - “You need to do...”
    - Walk Away & Wait 5-10 Seconds
    - Non-Compliance
      - Pre-Planned Consequence

For example:
- “You need to walk on the concrete to be safe”
- “You need to put your rubbish in the bin which is respectful”
- “You need to begin work quickly to show that you are a learner”

Prompt the student to state the appropriate and expected behaviour for the situation
If they can’t or won’t then you state the appropriate and expected behaviour
ask them to repeat it to you.
Remind the student of school consequences for the particular behaviour is –
**Warning**: Ask student to demonstrate Expected behaviour,
**Time out on Thinking Chair**: during class time to consider choices (in classroom)
**Time out on Thinking chair in WOW area during play time or walking with adult**
Give least aversive consequence immediately
Follow school guidelines concerning repeated behaviours.
**Major behaviours to be referred to Principal**

Glen Aplin State School 2014
Targeted behaviour support

Please refer to Glen Aplin State School’s Behaviour Matrix. Targeted behaviours will also appear on individual students behaviour plans, if/when required.

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Intensive behaviour support-PBL Team

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• works with external agencies to achieve continuity and consistency.

The PBL Team has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to 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, a representative from the school’s administration and district based behavioural support staff (when available).

5. Emergency responses or critical incidents

All staff are familiar and practised in GASS Lockdown procedure. 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.

Glen Aplin State School 2014
An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

**Severe problem behaviour** is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

**Basic defusing strategies**

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

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

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

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

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

**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 Glen Aplin 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.

Glen Aplin State School 2014
At Glen Aplin SS 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
- 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 in line with the Physical Restraint guidelines from DETE website and 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.

At Glen Aplin State School some staff have been trained in Non Violent Crisis Intervention and undertake updates as required.

A register of trained staff is held at the school.

At Glen Aplin SS all staff have undergone training in DETE Physical Restraint Guidelines and are aware of their responsibilities.

A Physical Restraint Recording sheet has been created and is completed after each incident and added to OneSchool, in accordance with guidelines.

The Glen Aplin SS PBL team are aware of ALL incidents involving physical restraint and debriefing occurs as soon as possible after an incident.

Record keeping
Each instance involving the use of physical intervention is formally documented.

The following records are maintained:
- Incident report (Appendix-Blue Form)
- Physical Restraint Recording Sheet (Appendix-Yellow Form)
- Health and Safety incident record (link)
- Debriefing report (for student and staff) (Appendix-Green Form).
6. Network of student support

A hierarchy of support exists at the school level for students when needed:
- Peers
- Parents
- Classroom Teachers
- Principal
- Student Services Officer
- STLan Officer
- AVT HOD
- Guidance Officer
- Senior Guidance Officer

Outside agencies are also accessed when needed:
- Community Health - Headspace
- Community Development Services
- Granite Belt Support Services
- Occupational Therapist
- Speech Language Therapist
- Disability Services
- Paediatricians
- Psychologists
- Department of Child Safety
- Police

7. Consideration of individual circumstances

An important consideration in determining an appropriate response to student behaviour is their individual circumstances. Responses to inappropriate student behaviour must consider the particular situation and context, the individual circumstances and actions of the student, and the needs and rights of the school community members.

This will be determined through communication with student, parents, teachers and professionals (those mentioned above). In cases where students' behaviour is being affected by outside events and influences, flexibility within the schools' actions will be imperative to the development of a plan for that student.

8. 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

Glen Aplin State School 2014
9. 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

10. Some related resources

School Wide Positive Support Training documents and Meeting Minutes.

OneSchool Behaviour Recording.

Endorsement

[Signatures]

Principal  P&C President  Assistant Regional Director

Date: