Gumlu State School

Responsible Behaviour Plan for Students

based on ‘The Code of School Behaviour’

1. Purpose

Gumlu State School is committed to providing a safe and respectful 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

Gumlu State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution held during October 2012. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2009 - 2012 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director in early July 2013, and will be reviewed in 2016 as required in legislation.

3. Learning and behaviour statement

All areas of Gumlu 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.

We are a Positive Behaviour School and 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 Gumlu 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.

At Gumlu State School our vision is to provide each individual student with the opportunities to reach his or her full potential in all the learning areas. We also aim to provide opportunities for the individual in the areas that add value to the literacy, numeracy and social development of our students as lifelong learners.
All our staff are committed to ensuring positive learning outcomes for every learner in a challenging, supportive yet equitable learning environment. Our core values at Gumlu State School are: respect, care, compassion and responsibility. These are supported by our school motto: ‘Creativity, commitment, caring’.

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 students. At Gumlu State School we emphasise the importance of directly teaching students the behaviour we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support. It is a strategy directed towards all students designed to prevent problem behaviour and provide a framework for responding to unacceptable behaviour.

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

- ‘Cool Tool’ behaviour lessons conducted by classroom teachers and student leaders;
- Reinforcement of learning from weekly ‘Cool Tools’ on ‘Meet & Greet’ and during active supervision by staff in the classroom and during outdoor activities;
- Conferencing with the class teacher, administration staff, Behaviour Management Teacher and Behaviour Support Staff;
- Teachable moments from all staff;
- Signs displayed;
- Newsletter;
- Parade;
- Classroom Awards; and
- Whole school incentive systems (e.g. Raffle Tickets; Gotchas).

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

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations;
- The Positive Behaviour School team regularly provide information to staff, and support to others in sharing successful practices;
- Induction programs in the Gumlu State School Responsible Behaviour Plan for Students delivered to 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; and
- Development of specific policies to address:
  - The Use of Personal Technology Devices at School (Appendix 1)
Positive Strategies used at Gumlu State School:

- Cool Tool lessons, taught explicitly each week in class and reinforced by student leaders in peer tutoring;
- Cool Tool Awards on weekly parades;
- Use of Positive Behaviour Centre for conferencing/counselling;
- Raffle ticket draws for each grade at weekly parades;
- House points;
- Anti-Bullying Program delivered during Meet & Greet;
- Behaviour walls;
- Signage, posters, related books and games integrated into the classroom;
- Principal and Deputy Principal Awards on Parade;
- Students sent to Administration to share “good work”;
- Positive phone calls to parents or notes/postcards sent home;
- Support from Chaplain, Guidance Officer, Behaviour Support Team;
- Class Award systems;
- Peer Support Program;
- Weekly class award certificates given out in the classroom;
- Proactive skilling, helping students to know how to cope in difficult situations;
- Role play; and
- Use of Stop – Walk - Talk.

At Gumlu 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. Formal recognition systems (e.g. Gotcha; ‘Class of the Week’; awards on ‘Meet and Greet’) have been developed. These recognition systems are 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.

Targeted behaviour support

Each year, a small number of students at Gumlu State School are identified through our data as needing specific 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 (as well as that of other students) at risk if not addressed in a timely manner. Identified students have increased daily opportunities to receive positive contact with adults, additional support and increased opportunities to receive positive reinforcement. Where required, adjustments are made through academic support, adult mentoring or intensive social skills training provided by the Guidance Officer, Chaplain, Behaviour Management Teacher, Support Teachers, Teachers or Teacher Aides. If a student is in the targeted behaviour support zone, parent or carer’s support in improving the behaviour is vital in helping the student make better behavioural choices.
Consequences of inappropriate behaviour may include one or more of the following:

- Redirection or rule reminder;
- Removal from activity or event for a specified period of time;
- Loss of privilege;
- Individual meeting with the student;
- Verbal or written apology by the student;
- Restitution (e.g. replacing something that is broken);
- Completing tasks in their own time (e.g. play time);
- Liaising with parents/carers by phone and/or meeting;
- Time in a ‘buddy class’;
- Time in the administration area (Office); or
- Internal suspension.

To facilitate Targeted Behaviour Support at Gumlu State School, all identified students have a written behaviour support plan developed in consultation with parents/carers, staff, the Principal and relevant support staff if required. This outlines specific strategies and/or programs put in place to assist in the development of acceptable standards of behaviour in the student.

### Intensive behaviour support

Gumlu 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 Behaviour Support Team, Administration Staff and the Behaviour Management Teacher:

- Works with staff members to develop appropriate behaviour support strategies;
- Monitors the impact of support for individual students through continuous data collection;
- Makes adjustments as required for the student; and
- Works with the School Positive Behaviour Team to achieve continuity and consistency.

There is a simple and quick referral system in place for students in the intensive behaviour support zone. 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.

Gumlu State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When inappropriate behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to inappropriate behaviour are consistent and proportionate to the nature of the behaviour. The OneSchool database is used to record problem behaviours, as well as positive behaviours.
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.

As part of our induction process, staff are trained in the implementation of our School Responsible Behaviour Plan, with particular reference made to emergency responses and critical incidents. This plan is revisited annually to ensure staff are prepared and can support its effective implementation consistently and effectively.

Following are basic defusing strategies to be used by staff, as appropriate to the situation, in the event of an emergency or critical incident:

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).

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 Gumlu 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; and
- 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; and/or
- 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.

Each incident involving the use of physical intervention must be formally documented. These must be recorded as soon as possible after the event on a school ‘Incident Report’ form (Appendix 3) and filed in the office. Incidents must also be recorded on OneSchool and a Health and Safety incident record (link) must be completed. Staff, students and where appropriate the wider community, must be debriefed after an incident. This must be done using the school’s ‘Debriefing Report’ (Appendix 4).

As part of our induction process, staff are trained in the implementation of our School Responsible Behaviour Plan, with particular reference made to emergency responses and critical incidents. This plan is revisited annually to ensure staff are prepared and can support its effective implementation at Gumlu State School.

6. Consequences for unacceptable behaviour
Gumlu State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When inappropriate behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to inappropriate behaviour are consistent and proportionate to the nature of the behaviour. The OneSchool database is used to record problem behaviours, as well as positive behaviours.

Consequences of inappropriate behaviour may include one or more of the following:

- Redirection or rule reminder;
- Removal from activity or event for a specified period of time;
- Loss of privilege;
- Individual meeting with the student;
- Verbal or written apology by the student;
- Restitution (e.g., replacing something broken);
- Completing tasks in their own time (e.g., play time);
- Liaising with parents/carers by phone and/or meeting;
- Time in a ‘buddy class’;
- Time in the administration area (Office); and
- Exclusion.

7. Network of student support

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

- Parents;
- Teachers;
- Support Staff;
- Administration Staff;
- Guidance Officer;
- Advisory Visiting Teachers;
- Behaviour Support Team;
- Senior Guidance Officer; and
- Behaviour Support Teacher.

Assistance, including online 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 and Disability Services);
- Police; and
- Local Council.
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.

Gumlu State School considers the individual circumstances of students when applying support and consequences by:

- Promoting an environment which is responsive to the diverse needs of its students;
- Establishing procedures for applying fair, equitable and non violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent;
- Recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state;
- Recognising the rights of all students to;
- Express opinions in an appropriate manner and at the appropriate time;
- Work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation; and
- Receive adjustments appropriate to their learning and/or impairment needs.

9. Related 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 departmental procedures

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

11. Some related resources

This could include:
• National Safe Schools Framework
• National Safe Schools Framework Resource Manual
• Working Together resources for schools
• Cybersafety and schools resources
• Bullying, No way!
• Take a Stand Together

Endorsement

Principal

P&C President

Assistant Regional Director (Schools)

Date effective:

From July 2013 to February 2016