

# **Bli Bli State School**

## ***Responsible Behaviour Plan for Students***

### **based on *The Code of School Behaviour***

#### **Rationale**

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

Bli Bli State School is committed to providing a supportive school environment where all members feel safe and valued, where learning outcomes are reached through an engaging curriculum and quality teaching practices. Our aim is to establish a learning environment that provides for all at this school and encourages each child to be a responsible, self-managed individual. At Bli Bli State School, we believe that self-control is necessary for children's welfare and happiness and their ability to function effectively in society.

Our approach to developing responsible behaviour is embedded throughout the school curriculum and it is expected that all members of our community will consistently display our values and beliefs.

The review of the Bli Bli School Responsible Behaviour Plan was a comprehensive one. Firstly, a Review Committee was established including both teachers, teacher aide and parent members. The Committee met on a weekly basis over a period of 6 months. Throughout this period, staff, both teaching and non-teaching, were asked to respond to the outcomes of meetings to date.

Review Committee:

Staff  
School Community

Teaching and non-teaching including Admin, Behaviour AVT, Union Rep  
Parents and P & C Committee

Discussions regarding the completed draft were conducted at staff meetings and "fine tuned". Feed back was then sought from the wider school community and final adjustments were made.

#### **School beliefs about behaviour and learning**

We at Bli Bli State School operate by the following beliefs about behaviour and learning:

- Academic achievement is maximised through excellence of teaching practices and a knowledge of learning processes
- Courtesy, co-operation and care of self and others are encouraged and expected
- Parents are an integral part of the school
- Working collaboratively (parents, teachers, admin, support staff and students) produces optimum results
- Enjoyment of life's experiences is encouraged
- Acknowledging and providing for individual differences is crucial to learning outcomes
- Responding flexibly is expected
- Responsibility of self needs to be taught and encouraged

Our Philosophy

Staff and students at Bli Bli State School have the right to work to their potential, free from disruption, abuse or threat in a safe and supportive environment.

To enable this productive learning to occur, we believe different learning styles and abilities must be catered for and appropriate behaviours need to be taught modelled, encouraged and developed. To facilitate this, a set of rules has been developed for students at our school. Ultimately, each individual must be responsible for his/her own actions.

The behaviours we foster and promote include good citizenship, are fair and non-violent and encompass such qualities as safety, courtesy, self-responsibility and co-operation. We respect the importance of the individual's intellectual, social, emotional and physical growth whilst maintaining that the exercise of individual rights and responsibilities must contribute to a positive community spirit. Parental consultation, support and involvement are essential to providing a safe and supportive school environment.

## **Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour**

### **Whole-school behaviour support**

A whole school approach means everybody committing to the provision of a safe and supportive environment for both students and staff.

At Bli Bli State school we expect and promote the following behaviours in our community:

### **School Rules**

Co-operation with others – working in a team and as part of a community of learners.

Courtesy towards others with whom we come in contact.

Care of self, others, and property.

### **Expectations**

Co-operation can be demonstrated by students who;

- abide by school expectations
- exhibit positive social behaviour
- work and play sensibly and happily with those around them
- follow rules and instructions

Courtesy can be demonstrated by students who;

- use positive and non-hurtful language
- use good manners and respectful behaviour
- are punctual and prepared

Care (Self) can be demonstrated by students who;

- present in a neat, tidy and clean manner
- always wear appropriate clothing
- make responsible choices

Care (Others) can be demonstrated by students who;

- are aware of other students' needs
- allow others to learn in class
- allow others to be safe

Care (Property) can be demonstrated by students who;

- respect own property
- are responsible with your other's property
- look after the environment

These behaviours are encouraged and taught through the following whole school strategies:

As a school, we promote certain behaviour at school assemblies. Class or Year levels demonstrate through drama presentations, singing or mime to the whole school certain aspects of the Social Skills Programme. Individual classes draw on the school's Social Skills Programme which allows them to target specific behaviours within their classroom. Over 7 years the program outlines the expected behaviours.

Our Values Programme targets one value per month which is emphasised for a period of one month via lessons, language used and handouts. Blue tickets are issued to encourage all values taught.

Our school's "DO IT RIGHT" Programme allows students the opportunity to receive a yellow ticket issued by any teacher for good behaviour of any sort. Five yellow tickets are collected and traded for a green ticket which can be swapped for a reward from the tuckshop. An orange ticket can also be issued for some form of misconduct. The orange ticket is sent to the class teacher who is responsible for recording the behaviour of all students from that class.

Our school also has an Achievement Awards Scheme where students in Years 5, 6 and 7 have the opportunity to gain academic, sporting, cultural or service badges that can be sewed on to the school uniform. These badges can then be worn with pride and as a symbol of extra achievement at school.

Classroom teachers have the opportunity to set their own classroom rules with the help of the students in the class. These expectations and the consequences are the result of classroom discussions and are administered by the classroom teacher.

**School:**

- Relationships actively built and maintained
- A consistent approach which is aligned to school beliefs
- Community involvement and partnerships
- Monitored outcomes
- Engaging and dynamic curriculum
- Staff modelling
- Peer modelling ( School Leaders)
- Productive Pedagogy
- Values Program

**Class:**

- Negotiated class rules
- Acknowledgement and reinforcement systems
- Nurturing environment
- Protective and assertive behaviours taught
- Self-evaluation

- Social Skills Program

**Learners:**

- Peer modelling
- Appropriate modelling by student leadership team
- Values demonstration
- Continuous focus on self-management

**Teachers:**

- Access to relevant professional development
- Counselling, mentoring and support available to teachers from the administration team, colleagues and professional Education Queensland support staff.

**Parents:**

- Open and informed communication through both formal and informal means
- Positive parent involvement in the classroom is encouraged
- “Triple P” offered
- Support and counselling offered by Principal, Guidance Officer or School Chaplain

**Targeted Behaviour Support (Bli Bli SS Behaviour Levels 2 & 3)**

Teachers implement planned and incidental strategies in the classroom/playground to teach effective work habits, to develop social skills and to build a good rapport with students. Minor breaches of behaviour are dealt with by the teacher as needed. Targeted behaviour support occurs where students consistently breach the school’s Responsible Behaviour Plan for Students and the classroom rules.

Strategies used for targeted behaviour support may include:

- curriculum adjustment
- verbal and non-verbal communication
- 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:

- working with a teacher aide or learning support teacher
- differentiation of curriculum
- working with a peer or older student
- Adjusted environmental supports i.e.: visual supports

### *Verbal Communication*

Verbal reinforcement, used every day in both the classroom and playground, includes:

- specific reinforcement e.g. Thank you for sitting down.
- targeted direction giving
- praise

### *Non-Verbal Communication*

Non-verbal reinforcement, used every day in both the classroom and playground, includes:

- body language – smile, thumbs up
- behaviour charts – records are kept of all sessions during the day – signed by the teacher and available for parents to view.
- privately understood signals
- proximity to the child in terms of desk placement or where staff members are standing
- Awards/reward charts and certificates – Virtues Awards, Reach for the Stars Awards are given out on assembly for students who have exhibited the targeted behaviours.

### *Increased attention*

Students may require increased attention for either curriculum needs or to reinforce acceptable behaviour. This may occur through:

- One on one curriculum support with the teacher
- Teacher aide support
- Work with another member of school staff
- 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.

### *Extra roles or responsibilities*

A child who is receiving targeted behaviour support may benefit from added responsibilities within the class or school. These responsibilities can include:

- Peer tutoring
- Working with a younger or older classmate
- Classroom jobs
- School jobs

### **Intensive Behaviour Support (Bli Bli SS Behaviour Levels 4 & 5)**

Intensive behaviour support is required to support students who demonstrate severe and/or challenging behaviour. That is, the behaviour is of such

frequency and intensity that there is a distinct risk of learning disengagement and/or serious injury to the student or to others. This level of support generally occurs when less intensive support strategies have been used but have not fully met the student's learning support needs.

### **Case Management:**

The case manager for each student who is identified as "seriously at risk" should be the class teacher. However a support team approach is adopted with staff working collaboratively. Students, who are considered to be at risk and have experienced an array of targeted management strategies, 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 for discussion at the school Social Justice meeting (held fortnightly)
- referral to Guidance Officer for assessment and preliminary behavioural support
- referral to Advisory Visiting Teacher for Behaviour Support for consultation or support
- Parents will have significant input and support for these plans.

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 modeling 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.

## **Crisis Response**

**What is a Crisis?** A crisis is a threat to the safety of self or others through a physical attack on a student or teacher (not a simple or impulsive strike). It involves a deliberate or continuous assault by one student on another person or persons. Other examples may include roof climbing, absconding

### **Response Strategy (immediate)**

- Give clear directions
- Get extra adult help (use phone, send messenger etc) from teaching partner, other staff, Admin (if possible)
- Support potential victims
- Monitor behaviour (calm down)
- In extreme cases – the school's Critical Incident Plan will be implemented and all reasonable steps will be taken to ensure the safety of staff and students
- Call parents/police (as required)

### **Response Strategy (longer term)**






- Debrief and document all associated with the incident
  - \*students individually and/or in a group
  - \*teachers individually
  - \*brief report and questions to all staff
  - \*parents of students involved (individually)
- In collaboration, make a decision and document
  - Re: Behaviour Plan
  - \*Disciplinary absence

## **Review**

Within a two week timeframe, review the plan.

# Consequences for unacceptable behaviour

The following table provides a reference tool to identify levels of support that may be required in order to meet school expectations.

Bli Bli STATE SCHOOL BEHAVIOUR LEVELS				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
				
Self	Self Teacher	Self Teacher Parent	Self Teacher Parent Other Visiting Support Personnel Admin notified	Self Teacher Parent Other Visiting Support Personnel An Outside Agency
On Chart	Targeted	Targeted	Intensive	Intensive
Children are encouraged to follow school and class rules. Yellow tickets are given for appropriate playground behaviour.	Classroom plans are followed in accordance with the school plan. Teachers will keep records on a behaviour sheet. At the end of each day, students on this level should discuss how they make tomorrow a better day.	The teacher will contact the parent by letter. Individual Behaviour Contract will be completed. Student and parents will be given a copy.	At this stage, the student should be referred to the Social Justice C'ee. Counseling and debriefing will ensure that all parties are providing a consistent message to the student.	The Principal or Deputy Principal will manage the process. At the completion of program/suspension/exclusion a student re-enters at Level 3.
See Bli Bli SS Expectations Students who demonstrate: Co-operation Courtesy Care (Self) Care (Others) Care (Property)	<b>Inappropriate behaviours might include:</b> *minor assault eg pushing, kicking *nuisance/disruptive behaviour eg calling out, moving around room when inappropriate *minor harassment/teasing *minor vandalism eg drawing on desk *failure to attempt homework regularly * non-compliance	<b>Inappropriate behaviours might include:</b> *deliberate hitting/kicking/punching-aggressive behaviour *refusal to follow instructions *teasing and harassment *vandalising equipment *swearing/back chatting *verbal abuse *bullying	<b>Inappropriate behaviours might include:</b> *repeated and deliberate misbehaviour *harassment using hurtful comments designed to cause a fight *stealing	<b>Inappropriate behaviours might include:</b> *serious destruction of property *serious physical aggression
<p><b><u>Out of School Activities – At Risk Students</u></b>            Students who have been placed on level 3, 4 &amp; 5 because of their behaviours will not be permitted to participate in school activities conducted <u>away</u> from the school site e.g. Sport, swimming, excursions, camps etc.            Withdrawal of students from out of school activities is an issue of safety, where the students inability to manage their own behaviours places themselves and other students at risk.            Parents and students must have ample prior knowledge if permission to attend is withdrawn. Parents should be made aware when their child is on level 2 and possible consequence should behaviours not improve.            In the event of a significant incident occurring and parents are not able to be contacted, Admin will endorse the withdrawal of permission for the student's participation.            Students may be included in out of school activities, if their participation is deemed by their class teacher to be safe and manageable.</p>				

These levels are purely a description of how much support is needed to help a student manage and improve unacceptable behaviours. When discussing a student's behaviour, we speak about being self-managed (level 1) or being co-managed (level 2-5). Support is provided to help manage behaviour that is contrary to school community expectations. Class teachers determine the length of time each student is required to stay on a level and what action is required to regain a lower level.

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 misbehavior 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 current classroom (Time Out chair), another classroom (Buddy Class) or a different area until the student is willing and able to comply. It is critical to support re-entry in a planned, solution focused, non-punitive manner. Continual or serious disturbances may result in the student being referred to the Administration and parents/carers being notified.

**4: Restorative Practices**

The students involved are provided with the opportunity to engage in guided discussion using Restorative Practice protocols. This step is designed to allow students the opportunity to talk, discuss their feelings, work on reparation and make informed decisions and choices for the future. The questions stimulate and guide this informal "Chat".

**5: 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. Parents/carers are contacted. If additional support is required to implement the plan, the teacher will make a referral to the school's Social Justice Committee.

**6: School Intervention and Recording of Student's Inappropriate Behaviour**

The student is referred to the Behaviour Committee and a Case Manager (usually the class teacher) will be appointed. The school provides counseling if required and makes genuine attempts to involve the student in the resolution of serious conflicts and problems that arise. To inform further planning and decision making processes, incidents of inappropriate behaviour are recorded in the school's Student Management System.

**7: 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.

**8: 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, the classroom teacher, 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.

**9: Suspension Procedures**

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

**10: Recommendation for Exclusion**

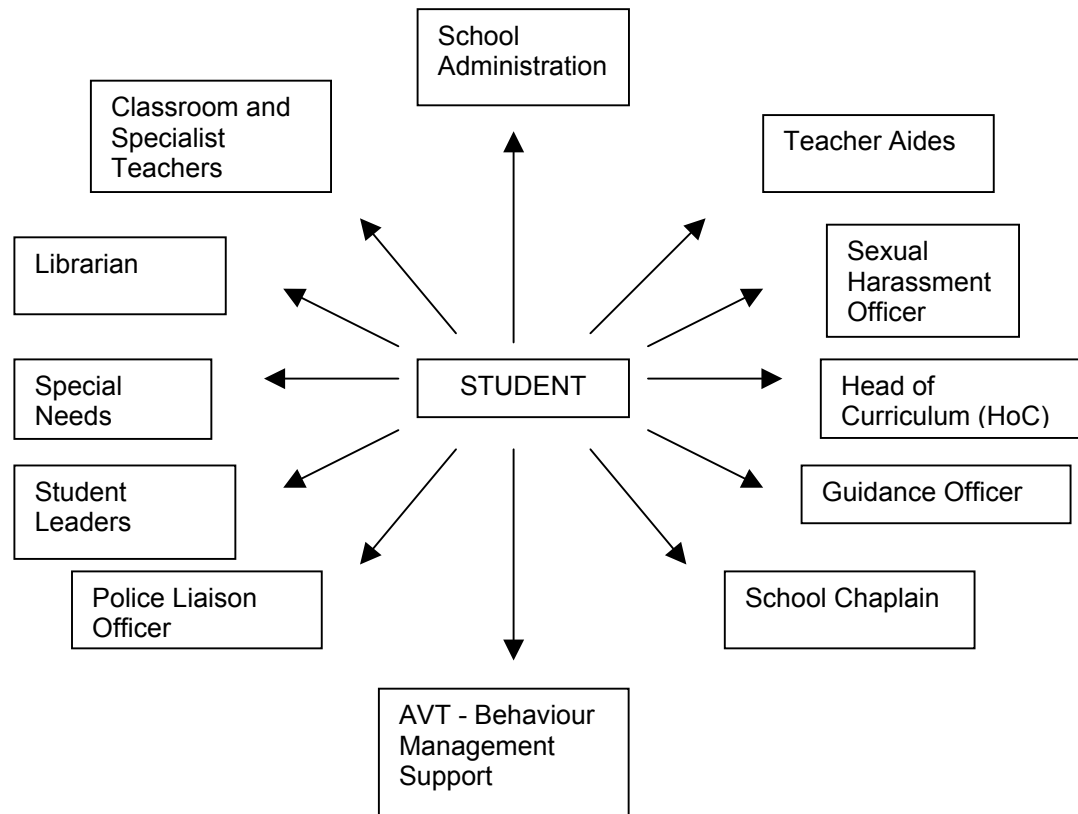
This is implemented in line with the Education Queensland policy *SM-16 Student Disciplinary Absences*.

*(Note: Suspensions and recommendations for exclusions would only be implemented after all other alternatives have been exhausted.)*

## The network of student support

### STUDENT SUPPORT NETWORK

Students will be supported in their learning through the following school network. When behaviour is inappropriate, programs will be negotiated involving these people for support and guidance.



### Special Needs Committee

The Special Needs Committee (SNC) is compiled of the following members:

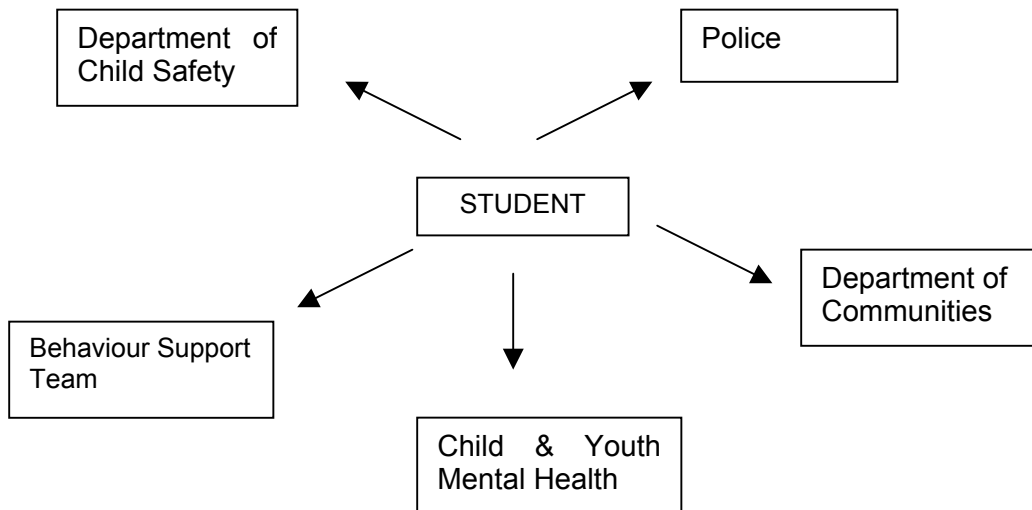
- Support Teachers – Chain
- Intervention Teacher
- AVT – Behaviour Management
- Guidance Officer
- Principal and Deputy's
- Staff Representatives

The SNC meets on a weekly basis to discuss matters, refined to the committee parenting to student support.

**Behaviour Support as part of the Social Justice Committee**

Behaviour issues are discussed with recommendations for actions or suggested course of action provided to the relevant case manager.

Bli Bli State School is also able to access support to students through the following external networks. These government and community agencies work closely with the parents/caregivers, teacher/s and the support personnel from within the school.



## Consideration of individual circumstances

Consequences for breaking the rules or breaching the school's Responsible Behaviour Plan for students vary according to a number of factors which may include:

- Age of the student
- Previous behaviour record
- Severity of the incident
- Amount of reliable evidence
- Degree of provocation
- Intent of action
- Honesty and perceived level of genuine remorse.
- Impairment
- Environmental and Cultural 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 the community members will be considered at all times. Consistency will be in responding to the behaviour, but not necessarily in the nature of the response.

## Related legislation

- *Education (General Provisions) Act 2006*
- Section 21 of the *Education (General Provisions) Regulation 2000*
- *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*
- *Freedom of Information Act 1992*
- *Transport Operations (Passenger Transport) Regulation 2005*

## Related policies

- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
- SMS-PR-022: Student Dress Code
- SMS-PR-012: Student Protection
- SMS-PR-018: Information Sharing under Child Protection Act 1999
- SMS-PR-008: Family Law Matters Affecting State Educational Institutions
- SMS-PR-019: Mature Age Students
- SMS-PR-017: Enforcement of Compulsory Education Provisions
- SMS-PR-031: Flexible Arrangements
- SCM-PR-005: School Security
- SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
- HLS-PR-012: Curriculum Activity Risk Management
- GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
- CRP-PR-005: Drug Education and Intervention in Schools
- HLS-PR-009: Administration of Routine and Emergency Medication and Management of Health Conditions
- CMR-PR-001: Complaints Management
- LGS-PR-002: Freedom of Information
- SMS-PR-001: Publishing Student and Staff Information on School Web Sites
- IFM-PR-004: Managing Electronic Identities
- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- SMS-PR-024: Internet - Student Usage
- WFR-PR-005: Code of Conduct
- SDV-PR-001: Employee Professional Development

## Some related resources

- National Safe Schools Framework ([ncab.nssfbestpractice.org.au/resources/resources.shtml](http://ncab.nssfbestpractice.org.au/resources/resources.shtml))

- National Framework for Values Education in Australian Schools ([www.valueseducation.edu.au](http://www.valueseducation.edu.au))
- National Framework for Values Education in Australian Schools – Queensland ([www.education.qld.gov.au/curriculum/values/](http://www.education.qld.gov.au/curriculum/values/))
- Bullying. No Way! ([www.bullyingnoway.com.au](http://www.bullyingnoway.com.au))
- MindMatters ([www.curriculum.edu.au/mindmatters](http://www.curriculum.edu.au/mindmatters))
- School Wide Positive Behaviour Support ([www.learningplace.com.au/deliver/content.asp?pid=24668](http://www.learningplace.com.au/deliver/content.asp?pid=24668))
- Code of Conduct for School Students Travelling on Buses <http://www.transport.qld.gov.au/qt/PubTrans.nsf/index/cochome>

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