



## The Code of School Behaviour

Better Behaviour  
Better Learning

# Daintree State School

## ***Responsible Behaviour Plan for Students*** based on *The Code of School Behaviour*

### **Purpose**

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

*Daintree State School* is committed to achieving quality learning outcomes for all students and preparing them for challenging futures. The school's environment facilitates the right of every member of our school community to develop academically, physically, socially and emotionally and in a safe and supportive school environment. At our school we believe in:

- Encouraging student's to work to their potential
- Creating shared partnerships for learning
- Creating a sense of safety and belonging
- Celebrating our achievements

The National Framework for Values Education in Australian Schools guides our values and beliefs.

At Daintree State School we value:

- Consideration
- Cooperation
- Caring
- Common Sense
- Courtesy

This underpins what we believe is important and provides a guide to all our actions. It is an expectation that all members of our school community will demonstrate our values and beliefs in their actions. These values and beliefs are the foundation of our Responsible Behaviour Plan for Students.

### **Consultation and data review**

Daintree State School developed this plan in collaboration with our school community. Meeting with the P&C to review and implement a positive behavioural approach was a key component of this plan. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2009-2013 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and will be reviewed in 2015 as required in legislation.



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## Learning and Behaviour Statement

Our Responsible Behaviour Plan is based on the Code of School Behaviour and the shared beliefs of the school community.

### *Our school community believes in:*

- a focus on learning
- respecting the right of everyone to learn/teach to their potential
- fairness in sorting out problems
- strict adherence to safety expectations
- respecting the traditions of school, community, state and nation
- the adherence of routines essential to the operation of the school
- caring for the school environment and for one another.

### *These beliefs operate effectively in a supportive school environment where:*

- all members feel safe and are valued;
- quality curriculum programs, interpersonal relationships and the organisation of the school produce worthwhile social and academic outcomes for all;
- non-discriminatory, non-violent and equitable actions are practised and reinforced;
- school policy reflects both proactive steps to encourage self worth and self discipline, and reactive procedures to deal with various situations that may arise; and
- through a matrix of procedures, appropriate management strategies are employed prior to the use of suspension and exclusion.

**This school aims at providing an environment which maximises the educational opportunities and outcomes for all students by endeavouring to ensure that learning and teaching:**

- responds to the needs of all;
- fosters full participation;
- achieves effective outcomes;
- provides equal opportunity for all
- occurs within a framework of accountability
- promotes socially acceptable behaviour as the norm of all school members
- improves continually through reflection and review of practices and procedures.



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

Daintree State School works continually to create, maintain and support high standards of behaviour for our students. This includes clear expression of consequences for failing to meet expected standards.

The School strives for:-

- creation of a positive school culture
- quality learning and teaching practices
- a balanced, relevant and engaging curriculum
- supportive and collaboratively developed programs and procedures
- managed professional development, education or training for all members of the school community
- a range of provisions that are characterised by non-violent, non-coercive and non-discriminatory practices
- a continuum from school positive preventive action for all students, through to intensive intervention for specific individuals or groups.

### Universal behaviour support

At Daintree State School, Whole School Behaviour support:

- o shapes, supports and recognises appropriate behaviours in all students.

In a typical school approximately 80% to 90% of students will have little or no difficulties doing the right thing 80% to 90% of the time.

Our whole school behaviour support and the context of our school allows us to aim move this to as close to 90% or more of students 90% or more of the time do the right thing and where overwhelmingly our students are recognised and supported in behaving responsibly.



At Daintree State School, Whole School Behaviour support includes:

- o A focus on Effective Learning and Teaching
- o Teachers using microskills to manage the learning environment
- o Explicit teaching of expectations and the right way to do things



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- Positive Reinforcement of appropriate behaviours
- Leadership and Citizenship development activities
- Celebration activities
- Working with and encouraging students to become responsible for their own behaviours
- Teachers working with students to rectify low level misbehaviours quickly and locally
- Development of specific policies to address:
  - The Use of Personal Technology Devices\* at School (Appendix 4)
  - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 5).
- Enacting natural consequences for infringements – eg stay behind, finish your work, pick up papers, short time out
- Building towards student responsibility through processes including:
  - Catch up lessons during students time
  - Extra tasks around the school grounds
  - Limited use of ICT resources and sport equipment before and after school

### **Targeted behaviour support**

At Daintree State State School, Targeted Behaviour support:

- Recognises that 10%-15% of students cross accepted boundaries of expectations.
- Where necessary, targets repetitive actions of students hovering between the whole of school and targeted behaviour range of students
- Applies to students whose behaviours significantly impact on Consideration, Cooperation, Caring, Common Sense and Courtesy

At Daintree State School, Targeted Behaviour support includes:-

- Contact with the parent or guardian excepting in acute circumstances
- Intervention strategies through – Principal, Guidance Officer, Flexible Learning Centre – leading to case management
- Monitoring of student behaviour
- Behavioural referrals within and beyond the school
- Specific targeted programs such as Peer Mediation
- Enacting formalised consequences for non-compliance –detentions, withdrawal, litter duty
- Removal of privileges considered as part of consequence



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- Communication with parents/caregivers and students about likely outcomes if behaviours continue

### Intensive behaviour support

At Daintree State School, Intensive Behaviour support:-

- Caters for approximately 5% of students who do not abide by Code of Behaviour
- Can include response to acute significant behaviours that affront the good order and running of the School but chiefly pertains to students with chronic behaviour problems
- Can include assisting to manage significant acute behaviours,
- Applies to students whose behaviours significantly impact on Consideration, Cooperation, Caring, Common Sense and Courtesy

At Daintree School, Intensive Behaviour support includes:-

- Arranged Formalised Parent/Caregiver meetings
- Support from External agencies
- Can include shared programs and part-time programs with support
- Behavioural expectations and or contracts are made very clear to students.
- Individualised Case management
- Monitoring for improvements to inform the process
- Can include Suspension and Exclusion options after considering all other options

### Consequences for unacceptable behaviour

*Consequence flow chart – Bellenden Ker State School  
(See Appendices 1, 2 & 3)*





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## Emergency or critical incident responses

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

#### *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 Bellenden Ker 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.



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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
- 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 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 following records must be maintained:

- incident report (Appendix 6)
- [Health and Safety incident record](#) (link)
- debriefing report (for student and staff) (Appendix 7).

## The network of student support

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

- Parents
- Teachers
- Support Staff
- Principal
- Administration Staff
- Guidance Officer
- External Support Staff

Support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health



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- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Neighbourhood Centre.

### Consideration of individual circumstances

A procedural fairness applies to matters related with Student Discipline. Students will always be allowed to respond and their information is considered before taking action.

Similarly, a professional approach to taking the right course of action is considered at all phases in managing student behaviour. This allows each situation to be considered individually whilst still operating under the same parameters.

The case history of events and interventions for unacceptable behaviour will be taken into account to evaluate the impact on the learning and teaching rights of others as well as the learning rights of the individual.

In whole of school phase the class teacher makes professional judgements in applying the criteria for responding to student misbehaviour.

In the targeted intervention phase, the Principal will take individual circumstances into account.

In Intensive Behaviour Support Phases – consideration based around the student and welfare of all involved is made by the Principal, and External EQ staff

### 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 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009





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### 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](#)**

### Some related resources

- [Bullying. No Way!](#)
- [School wide Positive Behaviour Support](#)
- [Code of Conduct for School Students Travelling on Buses](#)

### Endorsement

Principal

P&C President or  
Chair, School Council

Assistant Regional Director