CRAIGSLEA STATE SCHOOL
Responsible Behaviour Plan for Students
based on *The Code of School Behaviour*

1. Purpose

At Craigslea we are committed to providing a quality public education system that delivers opportunities for all students to achieve learning outcomes and reach their potential. As a school community we aim to provide a safe, progressive, focussed and supportive learning environment. We encourage each and every student to aspire to intellectual, social, emotional and physical success in line with our motto of 'Learn for Life' (Appendix 1)*.*

Craigslea Cares *about…*

> ***L****earning*
> ***I****ndependence*
> ***F****riendship*
> ***E****nvironment*

Learning-
- Our core business, focussing on the early and middle phases of school.
- Students have a responsibility to commit to their own learning and allow others to learn while at school.

Independence-
- Developing in students, a sense of personal responsibility, self-worth and resilience.
- Recognising and supporting the particular needs of students with disabilities, students with learning difficulties, highly able students and Indigenous students.

Friendship-
- Developing the ability in students, to get along with others in our community.
- Fostering in students care for people other than oneself.
- Building respect and understanding, not just tolerance of others.

Environment-
- Keeping our environment safe.
- Respecting property.
- Taking care of the planet we live on.

Creating and sustaining school wide, classroom and individual systems of support that improve lifestyle results for all learners is key.

2. Consultation and Data review

Craigslea State School developed this plan in collaboration with the school community, led by our Positive Behaviour for Learning team and informed by PBL SET data, community feedback and an ongoing review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2013-2017. The plan was endorsed by the Principal, President of the P&C and Executive Director (Schools) in September 2017 and will be reviewed in 2019 as required in legislation.

3. School beliefs about behaviour and learning

Essential to effective learning is a safe, supportive and disciplined environment that respects the following rights:

> The right of all students to learn.
> The right of all teachers to teach.
> The right of all to be safe.

Building a caring environment whereby students are taught that positive behaviour is more effective than problem behaviour in getting their needs met is essential. This will impact on academic success. Craigslea SS bases its Responsible Behaviour Plan on the principles of Positive Behaviour for Learning (PBL). The following beliefs underpin this:

- **All behaviour serves a purpose or function for the student.** We create an environment where students are taught that positive behaviour is more effective than problem behaviour in enabling their needs to be met.

- **The teaching and learning environment plays a pivotal role in managing student behaviour.** We actively teach students behaviours that allow them to get their needs met in more efficient and socially acceptable ways.

- **Individuals need to be acknowledged for appropriate behaviour.** We establish recognition and rewards for students who consistently demonstrate appropriate behaviour.

- **Relationships are built on trust and mutual respect.** We build environments where **all** members of our community behave in a way that reflects our school rules. Modelling and fostering socially acceptable behaviours is a priority and there are responsibilities for all community members to ensure this occurs.

School Rules - Craigslea Cares about **LIFE**

Learning - be a Learner
Independence - be Independent
Friendship –be a Friend
**E**nvironment – be safe in all Environments

The school rules are applicable in every context, within or outside the school grounds. The *Rules and Expectations* matrix (Appendix 2) clearly outlines the expectations of community members in various contexts.

Responsibilities of all Community Members

Students are expected to:	· actively participate in the school's educational program; · demonstrate respect for themselves and others; · comply with rules and guidelines and cooperate with staff and others in authority; · accept responsibility for their own behaviour and learning.
Parents are expected to:	· demonstrate an active interest in their child/children's education; · cooperate with the school to achieve positive outcomes for their child/children; · foster constructive communication and positive relationships with school staff; · support school staff in maintaining a safe and respectful learning environment for all students; · contribute positively to any behaviour support plans concerning their child/children.
Staff are expected to :	· provide inclusive and engaging curriculum and teaching; · foster mutual respect among all individuals; · model appropriate problem solving and conflict management strategies; · foster constructive communication and positive relationships with students and caregivers; · maintain a safe and supportive environment; · teach the skills of responsible citizenship and self-management to all students.
Leadership Team are expected to:	· communicate high expectations for individual achievement and behaviour; · take reasonable steps to support staff to ensure the school's code of behaviour is implemented consistently, reasonably and fairly; · provide opportunities for staff training and professional development in maintaining a supportive school environment; · review and monitor the effectiveness of school practices.

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

The Positive Behaviour for Learning strategy involves an executive committee and a general assembly. They meet regularly to review, initiate and refine procedures to construct a culture of positivity in our school. Craigslea has a range of programs, strategies and opportunities for establishing, encouraging and maintaining positive behaviour expectations. For a majority of our students, this whole school proactive approach is sufficient. For a few, reactive as well as proactive strategies are necessary.
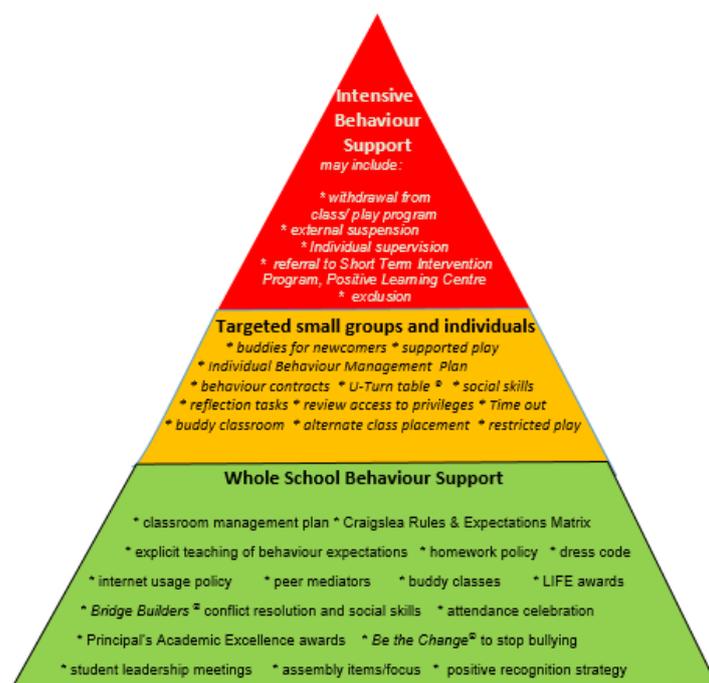
Universal Behaviour Support

The School Wide Positive Behaviour Support process outlines clear expectations for the implementation and establishment of a proactive, positive school community. Since 2008 our school has been adopting the principles of SWPBS by continually reviewing, modifying or adding to existing school programs. We continually promote and celebrate positive behaviour achievements in the playground, classrooms, on social media, through newsletters and on assemblies.

Our Pedagogical Framework states: *An effective teaching and learning cycle is supported by an environment that is embodied by high expectations for all students' learning and behaviour, a strong learning engagement, positive relationships, clear rules and procedures and consistent adherence to these rules.* Therefore, teaching and learning in our classrooms includes embedding self-management of learning and behaviour for all students.

- Students and staff have undertaken social-emotional learning through the *Bridge Builder* ® conflict resolution and *Be the Change* ® anti-bullying programs as appropriate;
- Teachers address expectations outlined in our Rules Matrix;
- A select group of Year 6 students undertake the peer mediation program to become mentors in the playground;
- Visiting guests may be organised to extend understandings of anti-bullying strategies, social skills etc.

Understanding Behaviours

Students and parents can confuse behaviours that represent conflict as bullying and vice versa (Chirnside 2009, Cole 2008, Longaretti and Wilson 2002). Therefore, part of this process is a whole school community understanding and definition of the terms of conflict and bullying. At Craigslea State School these terms are explained as follows:

Conflict is a normal part of life. Conflict can be deliberate or accidental. Though conflict is unpleasant and to be avoided it can be an opportunity to learn more about oneself and others, to build confidence and to create stronger friendships and community understanding. Students can be empowered to respond effectively with conflict resolution training and positive reinforcement. A 'teachers' role in conflict is as a coach' (Chirnside 2009, p. 19). Conflict behaviours may include name-calling, not playing fair, disagreements, putdowns, kicking, rough play, pushing, taking belongings, gossiping, excluding people from groups, etc.

One of the most confusing elements between conflict and bullying is that the same behaviours that cause conflict also cause bullying.

Bullying is different to conflict. Bullying is *targetted, repeated* and involves differences in (perceived) *power.* Bullying is disempowering to the student and can have serious implications and impact to the students involved and the school community (Rowan 2007, Yoneyama & Rigby 2006). Bullying behaviour needs constructive intervention from an adult or bystander.

Bystanders have the power to defuse or condone bullying behaviour. Peer reaction to bullying may increase the likelihood of it occurring again in the future. Unacceptable reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective responses to all problem behaviour.

The anti-bullying procedures at Craigslea State School are an addition to our school-wide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Lessons on bullying, including cyber-bullying, and how to prevent and respond to it is a subset of procedures that our students are already accustomed to (see *Bullying Policy* Appendix 3).

The school uses a *Learn for LIFE Progress* checklist (Appendix 4A & 4B) to determine a student's learning behaviour, engagement and effort. It also provides the opportunity for teachers and children to set behaviour goals.

Additionally, each teacher implements a *positive recognition strategy* which recognises all children as they learn to self-manage personal behaviour through a daily points system. Input by the leadership team, in the form of

recognition and reward, is incorporated into each teacher's system. Teachers and administrators use a mix of intrinsic and extrinsic rewards culminating in a class celebration, for all children, at the end of semester one and two.

Our goal for all students at Craigslea is to produce learners who are independent, promote friendship and consider safety – personal and for others – wherever they may be. Students who demonstrate excellent/very high behaviour across these areas are invited to participate in the *Shine Award*. This event will be held each term and is determined by the school leadership team. As this is an 'Award' it may mean a small proportion of students receive the award as it requires the meeting of a set criteria that takes into account engagement and effort in learning and behaviour.

Gotcha tickets are issued in the playground for children enacting the LIFE skills over the duration of the recess period. Again, this is a way of recognising children for their self-management. All Gotcha tickets are entered in a draw and three students are rewarded on assembly.

Targetted Behaviour Support
Staff are guided by the *Behaviour Levels Guide* (Appendix 5) to ensure consistency and fairness when dealing with unacceptable behaviour. A Yellow, Orange and Red card system (Appendix 5A, 5B, 5C) is used by staff to help students work through their behaviour choices and to make a plan for a better future.

- Yellow cards are implemented at the classroom level. The U-Turn table (Reflection Room) operates daily for students referred for major, or repeated minor breaches, of school rules in the playground and classroom.

- When a referral outlines a major breach of behaviour, students complete an Orange card. In this instance, students are required to work on a reflective task led by the teacher. A follow-up discussion is had with a member of the leadership team and parents are notified via email with the reflection task attached. Parent support through a conversation at home sends a strong and consistent message to the child.

- Students complete Red cards if behaviour is of a level that requires the support of the immediate response of the principal or deputy principal. Copies of reflections are uploaded on to the school database and kept in the student's classroom file.

Supported Play also operates as required. Students who participate in supported play take part in supervised individual or small group instruction, implementing conflict resolution strategies and fostering friendship skills such as taking turns, accepting a loss etc. Restricted Play, whereby the child is directed to play in a certain area, may be utilised to assist students to formulate new friendships.

The Regional Behaviour Support team is accessed where necessary to assist with class, group or individual behaviour challenges.

Individual Behaviour Management plans are established for some students, in consultation with care-givers, to give individual students every chance of success.

Intensive Behaviour Support
Individual education programs, individual behaviour management plans, relocation to alternative placement e.g. office, classroom, library are all used to assist the small number of students who continually breach acceptable school behaviour.

Internal suspension, whereby a child is not allowed to participate in class activities or play breaks for a specified period, or external suspension whereby a child is not allowed to attend school, are implemented when deemed appropriate.

Craigslea State School implements the following proactive and preventative processes and strategies to support student behaviour:
- A dedicated section of the staff weekly update, school assembly and fortnightly newsletter enabling consistent messages across the school;
- Use of data downloads and data meetings to respond to behavioural trends and identify individual needs;
- Implementation of the Positive Recognition Strategy to promote a culture of positivity in the classroom, encouraging individual responsibility for learning engagement and effort;
- School Behaviour team members' regular provision of information to staff and parents, and support to others in sharing successful practices;
- Use of reflection of personal behaviour choices as an alternative to punishment;
- Induction programs in CSS Responsible Behaviour Plan for Students delivered to new staff;
- Individual support profiles developed for students with high behavioural needs, enabling necessary adjustments to support these students consistently across all settings.
- Development of specific policies to address:
  - The Use of Personal Technology Devices at School (School Handbook)

5. Consequences for unacceptable behaviour

Craigslea 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. Playground tracking sheets and yellow/orange/red reflection cards are used to record all minor and major problem behaviour and incidents are recorded on Education Queensland's OneSchool database. This data is used for the purpose of analysis and implementing proactive strategies.

Minor and major behaviours

When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor, using the *Behaviour Guide* and with the following agreed understanding:
*   minor problem behaviour is handled by staff members at the time it happens;
*   major problem behaviour is referred either to the Reflection Room or directly to the school Administration team.

Minor problem behaviours may result in the following consequences:
*   a minor consequence logically connected to the problem behaviour, reminder of expectations, time-out, short term withdrawal from class or play;

When major problem behaviour occurs, it will result in either:

1. the child completing an orange card at the U-Turn table at the Reflection Room with a rostered teacher. This is followed by a member of the leadership team talking with the child and emailing the reflection task   OR
2. it may be the completion of a red card with a member of the Leadership team and some further consequence advising parents of the action taken/recommended.

The student undertakes the reflection task either same day, or as soon as possible after, depending on the level of misbehaviour and maturity of the child.

Behaviour plans may be put in place to support a child when U-turn table reflections and supported play are not having the impact on behavioural change.

6. Emergency or Critical Incident Responses

Craigslea State School staff have a clear and consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures 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

Physical intervention is appropriate for younger students when they are being non-compliant and their non-compliance is causing significant disruption to the class routine. 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 Craigslea 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

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 to ensure appropriate contact.

Record keeping
- Each instance involving the use of physical intervention must be formally documented. The processes can be found at http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording-Notification-and-Management.aspx online.

7. The network of student support

Students at Craigslea State School are supported through positive reinforcement and a system of universal, targeted and intensive behavior support by:

Our network for student support at Craigslea includes:-

- Parents/Caregivers
- Teachers
- School Support Staff eg. Teacher Aides, Grounds Officer, Office staff

- Administration staff
- Guidance Officer
- Advisory Visiting Teachers
- Regional Behaviour Support Team

External support is also available through the following government and community agencies:
- Disability services Queensland
- Child and Youth Metnal Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police

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.

- 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

- Statement of expectations for a disciplined school environment policy
- 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

10. Related policies and procedures

- 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

11. Some related resources

- Bullying. No Way! (www.bullyingnoway.com.au)
- Empowering Life Skills Learning for Life (www.empoweringLifeSkills.com.au)
- School Wide Positive Behaviour Support (www.learningplace.com.au/deliver/content.asp?pid=24668)
- Code of Conduct for School Students Travelling on Buses http://www.transport.qld.gov.au/buscode

Kathy Amand
Principal
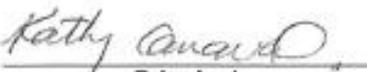
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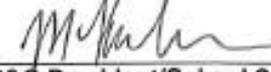
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