

## CRAIGSLEA STATE SCHOOL

# *Responsible Behaviour Plan for Students*

based on *The Code of School Behaviour*

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'.

*Craigslea Cares about...*

Learning  
Individuals  
Friendship  
Environment

### Learning-

- ☑ Our core business, focusing 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.

### Individuals-

- ☑ Developing a sense of personal responsibility, self worth and resilience.
- ☑ Recognising and supporting the particular needs of students with disabilities, students with learning difficulties, gifted and talented students and indigenous students.

### Friendship-

- ☑ Developing the ability to get along with others in our community.
- ☑ Caring about people other than ourselves.
- ☑ 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.

Craigslea State School developed this plan in collaboration with the school community, lead by our School Wide Positive Behaviour Team and informed by SWPBS SET data and school behaviour data. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2007- 2009 also informed the development process. The plan was endorsed by the Principal, President of the P&C and Executive Director (Schools) in February 2010 and will be reviewed in 2012 as required in legislation.

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 in which positive behaviour is more effective than problem behaviour in getting student needs met is essential so that academic success can be achieved. Craigslea SS bases its Responsible Behaviour Plan on the principles of School Wide Positive Behaviour Support (SWSPB). The following four beliefs underpin our Responsible Behaviour Plan:

- **All behaviour serves a purpose or function for the student.** We create an environment where positive behaviour is more effective than problem behaviour in enabling the student to get their needs 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 make this happen

**School Rules**

- Craigslea Cares about **LIFE** -
- Learning - Be an Active Learner
- Individual - Be Responsible
- Friendship –Be Respectful
- Environment – Be Safe

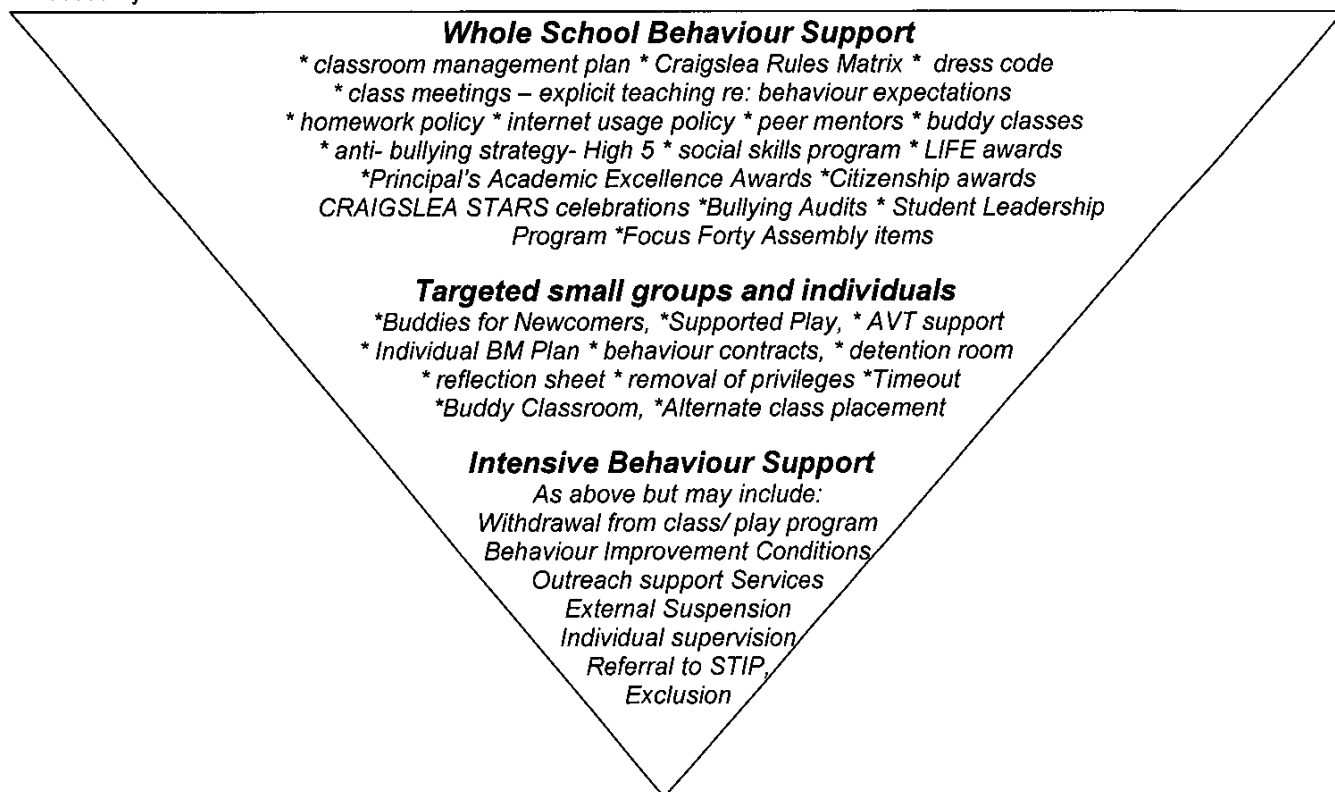
The school rules are applicable in every context, within or outside the school grounds. The Craigslea Rules Matrix (**Appendix One**) clearly outlines the expectations of community members in various contexts.

**Responsibilities of all Community Members**

<b>Students</b> are expected to:	<ul style="list-style-type: none"> <li>· actively participate in the school's educational program;</li> <li>· demonstrate respect for themselves and others;</li> <li>· comply with rules and guidelines and cooperate with staff and others in authority;</li> <li>· accept responsibility for their own behaviour and learning.</li> </ul>
<b>Parents</b> are expected to:	<ul style="list-style-type: none"> <li>· demonstrate an active interest in their child/children's education;</li> <li>· cooperate with the school to achieve positive outcomes for their child/children;</li> <li>· foster constructive communication and positive relationships with school staff;</li> <li>· support school staff in maintaining a safe and respectful learning environment for all students;</li> <li>· contribute positively to any behaviour support plans concerning their child/children.</li> </ul>
<b>Staff</b> are expected to :	<ul style="list-style-type: none"> <li>· provide inclusive and engaging curriculum and teaching;</li> <li>· foster mutual respect among all individuals;</li> <li>· model appropriate problem solving and conflict management strategies;</li> <li>· foster constructive communication and positive relationships with students and caregivers;</li> <li>· maintain a safe and supportive environment;</li> <li>· teach the skills of responsible citizenship and self management to all students.</li> </ul>
<b>Leadership Team</b> are expected to:	<ul style="list-style-type: none"> <li>· communicate high expectations for individual achievement and behaviour;</li> <li>· take reasonable steps to support staff to ensure the school's code of behaviour is implemented consistently, reasonably and fairly;</li> <li>· provide opportunities for staff training and professional development in maintaining a supportive school environment;</li> <li>· review and monitor the effectiveness of school practices.</li> </ul>

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

Craigslea has a range of programs, strategies and opportunities for establishing, encouraging and maintaining positive behaviour expectations within our school. For a majority of our students, this whole school proactive approach is sufficient. Some groups and individuals do however need proactive intervention and for a few, reactive as well as proactive strategies are necessary.



## **Whole School 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, through newsletters and on assemblies.

The school has a Craigslea Behaviour Rubric (Appendix Two), linked directly to our Craigslea Rules Matrix (Appendix One), which is used to determine students' behaviour standard. Students who achieve the agreed standard, according to the matrix, participate in a Term celebration called Craigslea Stars. This recognises students who demonstrate a predetermined appropriate behaviour standard for Craigslea and allows them to participate in a year level activity like a disco, movie and popcorn, pool party etc.

Our curriculum and pedagogy is focussed on embedding self-management of learning and behaviour for all students. Weekly lessons for our Social skills program are conducted and class meetings are used to promote acceptable behaviour standards. Visiting performers, usually dramatic presentations, are organised to extend understandings of anti-bullying strategies, social skills etc.

**Cyber Bullying**, bullying using the internet, e-mail, phone texts and social networking sites, is unacceptable by Craigslea State School students. Students who engage in the cyber bullying of other students inside or outside of school may face similar consequences as for other types of bullying and harassment behaviour.

## **Targeted Behaviour Support**

Detention Room operates daily at first break. Referrals to the detention room are for specific breaches of school rules, in the playground and classroom, as outlined on the Behaviour Incident form (Appendix Three). Parents are notified either by telephone or via a letter sent home with the student.

Supported Play operates daily at first and second break. Students who participate in supported play take part in supervised individual or small group instruction, focussing on anger management strategies, fostering friendship skills such as taking turns etc.

Advisory Visiting Teachers Behaviour Support is accessed where necessary to assist with class, group or individual behaviour challenges. Referrals are through the Special Needs Committee.

One-to-one sessions are organised for at risk students and are conducted by various school personnel to teach students strategies eg Anger management, building social skills.

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 eg office, classroom, library are all used to assist the small number of students who continually breach appropriate school behaviour.

Internal suspension, whereby a child is not allowed to participate in class activities for a specified period or external suspension whereby a child is not allowed to attend school, are implemented when deemed appropriate. Alternative placement at a district level may be offered for students who are given external suspensions for a period of six – twenty days.

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

- A dedicated section of the school staff bulletin and school assembly, enabling consistent messages across the school
- School Behaviour Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices
- Comprehensive induction programs in CSS 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.
- Development of specific policies to address:
  - The Use of Personal Technology Devices\* at School (Policy Section – School Handbook)
  - Procedures for Preventing and Responding to Incidents of Bullying (Policy Section – School Handbook)

## 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**

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.

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

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. Physical redirection of younger students is appropriate their level of non-compliance is causing significant disruption to the school setting.

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.

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 in the behaviour incident report on One School.

## The network of student support

Behaviour Management at Craigslea State School is a partnership between school, home, other professionals and outside agencies. All stakeholders must play a part. It must be emphasised that the management of the behaviour of any student is not solely the responsibility of his/her classroom teacher. The community is expected to work together to actively encourage all students to meet the expectations around school behaviour.

Our network for student support at Craigslea consists of:-

- Peer networks;
- Class teachers;
- Care givers;
- School Support Staff eg. Teacher Aides, Janitor / Groundsman, Office staff;
- Guidance Officer;
- Leadership Team;
- Learning Support Teacher;
- Special Education Teachers;
- Advisory Visiting Teachers;
- Department of Child Safety;
- Health Professionals;
- District Behaviour Management Team;
- Adopt-a-Cop
- Juvenile Aid Bureau;

## Consideration of individual circumstances

Students are viewed as unique individuals with differing needs, interests, values, expectations and abilities. Each student is catered for according to this belief.

This is achieved through an awareness of the student's:-

- Family circumstances and support
- Behaviour history
- Maturity
- Ability to learn

In addition to this, when dealing with a behavioural issue, we consider:-

- Circumstances
- Severity
- Intent
- Provocation
- Reliability of evidence

## 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. A behaviour incident form is used to record all minor and major problem behaviour and incidents are recorded in One School.

### 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 by staff members at the time it happens
- **Major** problem behaviour is referred directly to the school Administration team

**Minor** behaviours are those that:

- are minor breaches of the school rules
- 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, warning, timeout, withdrawal from class or play eg. detention
- a re-direction 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 if necessary
  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 then fills out the Behaviour Incident form and escorts the student to Administration. Examples of appropriate consequences for behaviour are outlined on the back of the behaviour incident form.

Students who are sent to the Leadership Team may receive one of the following:

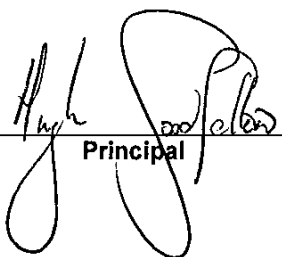
- *Warning*
- *Timeout in the Office*
- *Withdrawal from class or play*
- *Detention*
- *Referral for Guidance Officer/ Intensive Behaviour support Team*
- *External Suspension*
- *Exclusion*

### 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! ([www.bullyingnoway.com.au](http://www.bullyingnoway.com.au))
- 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/buscode>





  
Principal

  
Executive Director of Schools

  
P&C President/School Council



# Craiglea State School – Rules Matrix

Rules	Whole School	Classrooms	Eating/Play Areas	Off site (sport, trips etc)	Tuckshop	Toilets	Transition / lining up
<b>L</b>  <b>Be an active Learner</b>	<ul style="list-style-type: none"> <li>Learn new games and activities</li> <li>Be prepared to participate in learning activities</li> <li>Be an active listener</li> <li>Be an active participant</li> </ul>	<ul style="list-style-type: none"> <li>Be an active listener</li> <li>Be an active participant (do your job)</li> </ul>	<ul style="list-style-type: none"> <li>Try new games</li> <li>Learn from nature</li> <li>Use the Hi-5 of problem solving &amp; conflict resolution</li> <li>Teach your friends a new game</li> <li>Listen to the duty teacher</li> </ul>	<ul style="list-style-type: none"> <li>Listen to presenter</li> <li>Stay on task</li> <li>Show interest</li> <li>Help pack and carry equipment</li> <li>Accept Umpires decisions as final</li> <li>Follow coach's instructions</li> </ul>	<ul style="list-style-type: none"> <li>Count your change</li> </ul>	<ul style="list-style-type: none"> <li>Wait your turn</li> </ul>	<ul style="list-style-type: none"> <li>Be organised and ready to learn</li> </ul>
<b>I</b>  <b>Be Responsible</b>	<ul style="list-style-type: none"> <li>Take responsibility for actions</li> <li>Always try your best</li> <li>Encourage and support others</li> </ul>	<ul style="list-style-type: none"> <li>Do your best at all times</li> <li>Attempt all tasks straight away</li> <li>Be honest</li> </ul>	<ul style="list-style-type: none"> <li>Put rubbish in bin</li> <li>Look after equipment</li> <li>Keep food in eating area</li> <li>Care for environment</li> <li>Look after plants and animals</li> <li>Wait for your teacher to dismiss you for play</li> <li>Collect your belongings and return to your bags</li> </ul>	<ul style="list-style-type: none"> <li>Care for your belongings</li> <li>Look after your buddy</li> <li>Return permission slips and payment</li> <li>Display good sportsmanship</li> </ul>	<ul style="list-style-type: none"> <li>Line up in your year level</li> <li>Return to an eating area</li> <li>Put rubbish in bins</li> </ul>	<ul style="list-style-type: none"> <li>Use buddy system</li> <li>Toilet play is not OK</li> <li>Report any damage</li> </ul>	<ul style="list-style-type: none"> <li>Line up by second bell</li> </ul>
<b>F</b>  <b>Be Respectful</b>	<ul style="list-style-type: none"> <li>Listen to others who are speaking</li> <li>Leave only when excused</li> <li>Be honest</li> <li>Treat others the way you want to be treated</li> <li>Follow directions</li> <li>Use polite language</li> <li>Respect personal space</li> <li>Respect your own and others equipment</li> </ul>	<ul style="list-style-type: none"> <li>Follow teacher directions</li> <li>Respect others' right to learn</li> <li>Treat all property carefully</li> </ul>	<ul style="list-style-type: none"> <li>Chew with mouth closed</li> <li>Keep noise to a minimum</li> <li>Wait your turn on equipment</li> <li>Invite others to play</li> </ul>	<ul style="list-style-type: none"> <li>Accept teacher/instructor directions</li> <li>Treat classmates with courtesy</li> <li>Respect the environment</li> <li>Treat equipment respectfully</li> <li>Treat opposition respectfully</li> <li>Be courteous to the public, including parents and volunteers</li> <li>Encourage all players and teams</li> </ul>	<ul style="list-style-type: none"> <li>Line up quietly</li> <li>Use good manners</li> <li>Wait your turn</li> <li>Take money found to the office</li> </ul>	<ul style="list-style-type: none"> <li>Allow for privacy of others</li> </ul>	<ul style="list-style-type: none"> <li>Walk quietly so everyone can continue learning</li> <li>Wait your turn</li> <li>Listen to instructions</li> </ul>
<b>E</b>  <b>Be Safe</b>	<ul style="list-style-type: none"> <li>Keep all areas clean and tidy</li> <li>Keep hands and feet to yourself</li> <li>Ask permission to enter or leave</li> <li>Wear school uniform</li> </ul>	<ul style="list-style-type: none"> <li>Walk</li> <li>Use furniture properly</li> <li>Use scissors and equipment carefully</li> <li>Sit in the correct way (four on the floor)</li> </ul>	<ul style="list-style-type: none"> <li>Only eat your own food</li> <li>Sit while eating</li> <li>Wear broad-rimmed hat</li> <li>Walk on concrete</li> <li>Play approved games only</li> <li>Wear shoes and socks at all times</li> <li>Leave sticks and stones on the ground</li> <li>Play in your area only</li> <li>Wash hands before eating</li> </ul>	<ul style="list-style-type: none"> <li>Wear School Uniform</li> <li>Be Sun Safe</li> <li>Follow directions</li> <li>Stay seated and quiet in transport</li> <li>Keep all parts of body in vehicle</li> <li>Stay with group</li> <li>Use equipment safely</li> </ul>	<ul style="list-style-type: none"> <li>Use the rails safely</li> </ul>	<ul style="list-style-type: none"> <li>Wash hands with soap and water</li> <li>Use toilet facilities appropriately</li> <li>Keep water in sinks</li> <li>Stay with your buddy</li> <li>Walk</li> </ul>	<ul style="list-style-type: none"> <li>Walk safely in line</li> <li>Stop at the appropriate points</li> <li>Stay to the left of the stairs</li> </ul>



Appendix Two

CRAIGSLEA STATE SCHOOL BEHAVIOUR STANDARD

		BEHAVIOUR RATING		
LIFE	EFFORT RATING (All Key Learning Areas)	INDIVIDUALS Be Responsible	FRIENDSHIPS Be Respectful	ENVIRONMENT Be Safe
<b>Indicators</b>	Class and home tasks completed. Participates and listens in activities. Works in whole class, group and individual learning situations. Reflect and self assess- setting goals for improvement. Seeks and uses teacher feedback.	Take responsibility for my own actions. Avoids conflict- adults, peers, Can resolve issues. Demonstrates self-management skills – use my emotions appropriately. Encourages all school students.	Seek to resolve or improve situations. Take turns, share things. Seek to include everyone. Follows directions. Listens when others are speaking and respond appropriately. Uses manners. Move quietly - transitions Resilient – forgive and move on when conflicts are resolved. Listens and cares for others points of view.	Respect property and environment. Clean up after myself. Seek to improve school environment Wear correct uniform. Have equipment ready to use. Use equipment safely.

STANDARD	Descriptor
A	Redirection required almost never – approximately once per semester
B	Redirection required approximately once per month
C	Redirection required approximately once per week
D	Redirection required approximately once per day
E	Redirection required approximately once per session

Children who gain a C rating or higher will be eligible for Craigslea Stars celebration day each term.

Significant Behaviour Incidents requiring removal from class, detention, time out in supported play, internal or external suspensions may lower overall Behaviour ratings by one or more standards.

**Redirection is teacher intervention where child is directed to timeout.**

**EVERY DAY COUNTS – Being at school every day gives you the best chance of being successful**