Pilton State School's
Responsible Behaviour Plan for Students
based on *The Code of School Behaviour*

1. Purpose

Pilton State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Responsible Behaviour Plan for Students is designed to maintain the high standards of behaviour demonstrated by our students so that the learning and teaching in our school can be effective and students can participate positively within our school community.

2. Consultation and data review

Pilton State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was last undertaken in Term 3, 2014. The plan has been reviewed by staff in 2016.

The Plan was endorsed by the Principal and the President of the P&C.

3. Learning and behaviour statement

All areas of Pilton State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Responsible Behaviour Plan outlines our beliefs regarding positive reinforcement of acceptable behaviour and our system for preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Pilton State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our Pilton State School community has identified that the rules to be followed will be based on rights that must be accorded every person at this school. These rights, which were first identified by the students, are used to teach and promote our high standards of responsible behaviour. Rather than managing behaviour though rules, we believe at our school that everyone has rights. Students have identified that everybody has the right:

- To learn,
- To be safe, and
- For all people and property to be treated with respect.

Our school rights have been agreed upon and endorsed by all staff, students and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

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

Reinforcing expected school behaviour
The Pilton State School and the school community believe that an explicit programme of positive reinforcement of behaviour should not be used at this school. Parents and staff believe this would reward every day behaviour and not be a tool to improve poor behaviour. At Pilton State School, reinforcement of acceptable behaviour is done through reminders of acceptable standards and through compliments to students. Students will be reminded before excursions and incursions and before events such as wet weather days of what is deemed acceptable behaviour. After such events, students will be thanked by staff for their cooperation.

In 2014, Pilton State School introduced a character development programme based on the concept of *Bucket Filling.* The "bucket filling" concept pictures everyone as carrying an invisible bucket that holds good thoughts and feelings. Students at Pilton State School will be given opportunities to learn that they can fill their buckets and others by doing and saying things that are kind, considerate, caring and respectful. As part of this programmes, Pilton State School and the Pilton State School Parents and Citizens Association has committed to provide each student at the school with a copy of a book from the *Bucket Filler* series.

Responding to unacceptable behaviour
1. Re-directing low-level and infrequent problem behaviour
When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations.

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

2. Targeted behaviour support
At Pilton State School, all staff will be involved in the support of students who may need more targeted behaviour support. The staff will work collaboratively to formulate and record strategies for implementation. Parents/caregivers will be invited to be fully involved and informed in this process. Strategies used for targeted behaviour support would include curriculum adjustment, verbal and non-verbal reinforcement, increased attention, communication with parents, and added responsibilities for the student.

Curriculum Adjustment	Staff will determine if a student needs further support in curriculum related areas and adjustments will be made where necessary. This may involve • Working with a teacher aide or learning support teacher, • Adjusted class work, • Working with a peer or an older student.
Verbal	Verbal reinforcement includes • Specific reinforcement e.g. "Thank you for sitting down." • Targeted direction giving.
Non-verbal	Non-verbal reinforcement includes • Body language e.g. smile, thumbs up • Behaviour charts or awards/stickers/stamps • Privately understood signals • Proximity.
Increased attention	Students may require increased attention for curriculum needs and/or to reinforce acceptable behaviour. This may occur through • Curriculum support or adjustment • Teacher aide support • Work with another member of staff • Regional support through behaviour management specialist, Guidance Officer Advisory Visiting Teacher etc.

Communication with parents/caregivers	Communication with parents/caregivers will occur at all stages of targeted behaviour support. It includes informing parents and can be by either formal or informal communications.
Added responsibilities (meaningful roles)	A student receiving targeted behaviour support may benefit from added responsibilities within the class or school. Responsibilities may include • Peer tutoring • Working with a younger or older classmate • Classroom jobs • School jobs.

Should it be required, the unacceptable behaviour of a student or students will be targeted by staff. The problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner. These students will meet with a staff member before a particular event e.g. an excursion or playing in the playground or before all events to be reminded of and discuss their obligations.

Where necessary, students receiving targeted behaviour support may have appropriate adjustments made when attending class and/or other activities. As well, other professional intervention may be obtained by the school for these students.

Students whose behaviour does not improve, or whose previous behaviour indicates a need for specialised intervention, will be provided with intensive behaviour support.

3. Intensive behaviour support: Behaviour Support Team
Pilton State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours will need comprehensive systems of support. At Pilton State School, the Behaviour Support Team will consist of the principal and one other staff member. The team may also include a Guidance Officer and will work closely with the parents of the student.

The role of the Behaviour Support Team will be to
• facilitate an appropriate behaviour assessment for the student;
• work with other staff members to develop appropriate behaviour support strategies;
• monitor the impact of support for individual students through ongoing data collection; and
• make adjustments as required for the student.

5. Consequences for unacceptable behaviour

At Pilton State School, if unacceptable behaviour occurs, students will experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

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 breeches 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; and
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:
- a minor consequence that is logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction procedure. The staff member may take the student aside and:
  1. name the behaviour that the student is displaying; and
  2. give 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; and
- require the involvement of school Administration.

Major behaviours will result in an immediate referral to the Principal because of their seriousness. If major problem behaviour occurs, staff members will calmly state the major problem behaviour to the student and remind them of the expected school behaviour. The staff member will then escort the student to the Principal.

Major problem behaviours may result in the following consequences:
- **Level One:** Time in office, removal to withdrawal room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence;
- **Level Two:** Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school: and/or
- **Level Three:** Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

The following table outlines examples of minor and major problem behaviours:

	Area	Minor	Major
Right to Learn	Class tasks	• Not completing set tasks that are at an appropriate level • Refusing to work	
	Being in the right place	• Not being punctual (eg: lateness after breaks) • Not in the right place at the right time	• Leaving class without permission (out of sight) • Leaving school without permission
	Follow instructions	• Low intensity failure to respond to adult request • Non compliance • Unco-operative behaviour	

	Area	Minor	Major
Right to be Safe	Movement around school	• Running on concrete or around buildings • Running in stairwells	
	Play	• Incorrect use of equipment • Not playing school approved games • Playing in toilets	• Throwing objects with an intent to harm • Possession of weapons
	Physical contact	• Minor physical contact (for example, pushing and shoving)	• Serious physical aggression • Fighting
	Correct Attire	• Not wearing a hat in playground • Not wearing shoes outside	
	Other	• Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school • Bullying in any form.	• Possession or selling of drugs • Weapons including knives and any other items which could be considered a weapon being taken to school • Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school • Bullying in any form.

	Area	Minor	Major
Right of People and Property to be Respected.	Accept outcomes for behaviour	• Minor dishonesty (lying about involvement in a low-level incident)	• Major dishonesty that has a negative impact on others
	Rubbish	• Littering	
	Mobile Phone or personal technology devices	• Use of a mobile phone or personal technology device in any part of the school at any time without authorisation.	• Inappropriate use of personal technology devices, including accessing social networking sites, which impacts on the good order and management of the school
	Language (including while online)	• Inappropriate language (written/verbal) • Poor attitude • Disrespectful tone	• Offensive language • Aggressive language • Verbal abuse / directed profanity
	Property	• Petty theft • Lack of care for the environment	• Stealing / major theft • Wilful property damage • Vandalism
	Others	• Not playing fairly • Minor disruption to class • Minor defiance • Minor bullying / victimisation/ harassment	• Major bullying / victimisation /harassment • Major disruption to class • Blatant disrespect • Major defiance

Relate problem behaviours to expected school behaviours
When responding to problem behaviours, staff members will ensure that students understand the relationship of the problem behaviour to expected school behaviour.

6. 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

1. 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.

2. 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.

3. 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.

4. 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).

5. 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; or
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Pilton 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 that:

- physical intervention cannot be used as a form of punishment;
- physical intervention must not be used when a less severe response can effectively resolve the situation and the underlying function of the behaviour.

Physical intervention is not to be used as a response to:

- property destruction;
- school disruption;
- refusal to comply;
- verbal threats; and
- 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 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. Network of student support

Students at Pilton State School are supported through positive reinforcement and the support of:

- Parents
- Teachers
- Support Staff

- Guidance Officer
- Advisory Visiting Teachers
- School Chaplain

External support is also available through the following government and community agencies:

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

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.

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

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state

- recognising the rights of all students to:
  - o express opinions in an appropriate manner and at the appropriate time
  - o work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  - o receive adjustments appropriate to their learning and/or impairment needs.

9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies and procedures

- 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

11. Some related resources

- Bullying. No Way!
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses
- Bucket Fillers

Endorsement

Original Signed   *Original Signed*

Principal   **P&C President**

Effective Date: 1 November 2014 – 31 July 2017

Pilton State School
Behaviour Referral Form

Student Name:			Location (please tick)	
Date:	Time:	Class:	Playground	
Referring staff member :			Specialist Lesson	
			Classroom	
			Other	

Problem Behaviour				
Minor (Please tick)		**Major** (Please tick)		
Defiance/Disrespect Low intensity, brief failure to follow directions.		**Defiance/Disrespect** Continued refusal to follow directions, talking back and / or socially rude interactions.		
Physical Contact Student engages in non-serious but inappropriate physical contact.		**Physical Aggression** Actions involving serious physical contact where injury may occur (eg hitting, punching, hitting with an object, kicking, scratching etc).		
Inappropriate language Low intensity language (eg shut up, idiot etc).		**Inappropriate /Abusive language** Repeated verbal messages that involve swearing or use of words in an inappropriate way directed at other individual or group.		
Disruption Low intensity but inappropriate disruption.		**Disruption** Repeated behaviour causing an interruption in a class or playground. (eg. Yelling or screaming, noise with material, disrupting games, sustained out of seat behaviour etc).		
Property Misuse Low intensity misuse of property.		**Vandalism** Student engages in an activity that results in substantial destruction or disfigurement of property.		
Dress Code Student wears clothing that is near, but not within, the dress code guidelines defined by the school.		**Dress Code** Refusal to comply with school dress code.		
Safety Student engages in brief or low-level safety violation not involving hurting any other individuals or groups.		**Safety** Student engages in frequent unsafe activities where injury may occur.		
Dishonesty Student engages in minor lying/cheating not involving any other person.		**Major Dishonesty** Student delivers message that is untrue and / or deliberately violates rules and/or harms others.		
Other		**Harassment / Bullying** Repeated teasing, physical and verbal intimidation of a student.		
		Other		

School Expectation Category					
To Learn		To be Safe		Respect People and Property	

Others involved in incident					
None		Peers		Staff		Other	

Behaviour Incident Report

Name/s of student/s involved in incident:

Person Completing Form: Date:

Problem behaviour (name):
Date of incident   Time incident started   Time incident ended
Where was the student when the incident occurred?
Who was working with the student when the incident occurred?
Where was staff when the incident occurred?
Who was next to the student when the incident occurred?
Who else was in the immediate area when the incident occurred?
What was the general atmosphere like at the time of the incident?
What was the student doing at the time of the incident?
What occurred **immediately** before the incident? Describe the activity, task, event etc.
Describe what the student did during the incident.
Describe the level of severity of the incident. (e.g. damage, injury to self/others)
Describe who or what the incident was directed at.
What action was taken to de-escalate or re-direct the problem?
Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing).

Debriefing Report

Formal debriefing
Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:
- reverse or minimise the negative effects of physical intervention;
- prevent the future use of physical intervention; and/or
- address organisational problems and make appropriate changes.

For students who have language or communication difficulties the debriefing process will need to be modified to accommodate their specific receptive and expressive needs.

Debriefing should provide information on:
- who was involved;
- what happened;
- where it happened;
- why it happened; and
- what we learned.

The specific questions we want to answer through the debriefing process are:
- **FACTS**: what do we know happened?
- **FEELINGS**: how do you feel about the event that happened?
- **PLANNING**: what can/should we do next?

Questions for staff
- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was your emotional state at the time of the escalation?

Questions for student
- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).