



The Code of  
**School  
Behaviour**

Better Behaviour  
Better Learning



***Rainworth State School***  
***Responsible Behaviour Plan for Students***  
Based on the *Code of School Behaviour*



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# Responsible Behaviour Plan for Students

## 1. Purpose

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

*Rainworth State School exists to provide children with a balanced education, which aims to help develop self-disciplined children. We believe that the acquisition of self-discipline is developmental and needs recognition, encouragement, modelling and teaching.*

*We believe there are acceptable standards of behaviour that create a positive environment conducive to total learning and harmony. Therefore, acts of indiscipline which disrupt learning, limit the rights of others to learn or create disharmony will be managed as outlined in this document.*

*We believe that the key to effective learning is where there is a safe, supportive and disciplined environment that respects:*

- the rights of all students to learn*
- the rights of teachers to teach*
- the rights of all to be safe*

*Members of the Rainworth State School Community are also expected to uphold these beliefs and values by:*

*Conducting themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.*

## 2. Consultation and data review

*Rainworth State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held between May and November 2012. A core committee made up of 3 parents, 3 teachers and a member of admin reviewed school data to inform the development process.*

*The Plan has been endorsed by the Principal, the President of the P&C and Assistant Regional Director, and will be reviewed in 2015 as required in legislation.*



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### 3. Learning and behaviour statement

*At Rainworth we belong to a community which values:*

- *working harmoniously in a safe and caring environment;*
- *learning environments free from disruption;*
- *the explicit teaching and nurturing of respect and a sense of community; and*
- *the **right to learn** in a safe and pleasant environment.*

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

- **Be safe**
- **Be responsible**
- **Be respectful**

#### *At Rainworth State School we endeavour to:*

- *Engender a sense of community.*
- *Encourage students to develop and display self-discipline.*
- *Ensure all students are given the opportunity to learn and play without interference.*
- *Establish within the school, procedures for staff to follow when managing inappropriate behaviour.*
- *Ensure students realise the consequences for their actions if inappropriate behaviour takes place.*
- *Ensure staff, parents and students are aware of the School's Behaviour Guidelines and uphold the school's expectations.*
- *Ensure staff is provided with the necessary skills and strategies which foster the development of students' self-discipline.*
- *Ensure learning and teaching reflects the principles of equity, effectiveness, responsiveness, participation and accountability.*

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



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

- **Universal behaviour support**

*At Rainworth we believe a supportive school environment needs to be embedded within our school culture. It is reflected in a code of behaviour based on a set of principles that are understood, accepted and practised by all members of the school community.*

### Whole-School Behaviour Support

#### **The Rainworth Community Believes:**

- *That in order for this school to operate effectively and serve the needs of all students in the school, we, the students, staff and parents, understand and accept that certain kinds of behaviour are expected.*
- *Each person should be treated fairly and that each person – student, staff or parent – has rights which will be recognised and respected by all members of our school community.*
- *Certain responsibilities must be accepted by all members of our school community.*
- *Certain consequences will occur when these rights are infringed, or these responsibilities are not accepted.*
- *Social and academic learning outcomes are maximised for all community members through quality practices in the areas of curriculum, interpersonal relationships and school organisation.*
- *In a planned behaviour continuum focussing on the positive / preventative actions for all community members.*
- *Non-violent, non-coercive and non-discriminatory language and practices are defined, modelled and reinforced by all members of the school community.*

*Social justice practices are embedded into classroom practice and planning to eliminate barriers which hinder participation and achievement.*

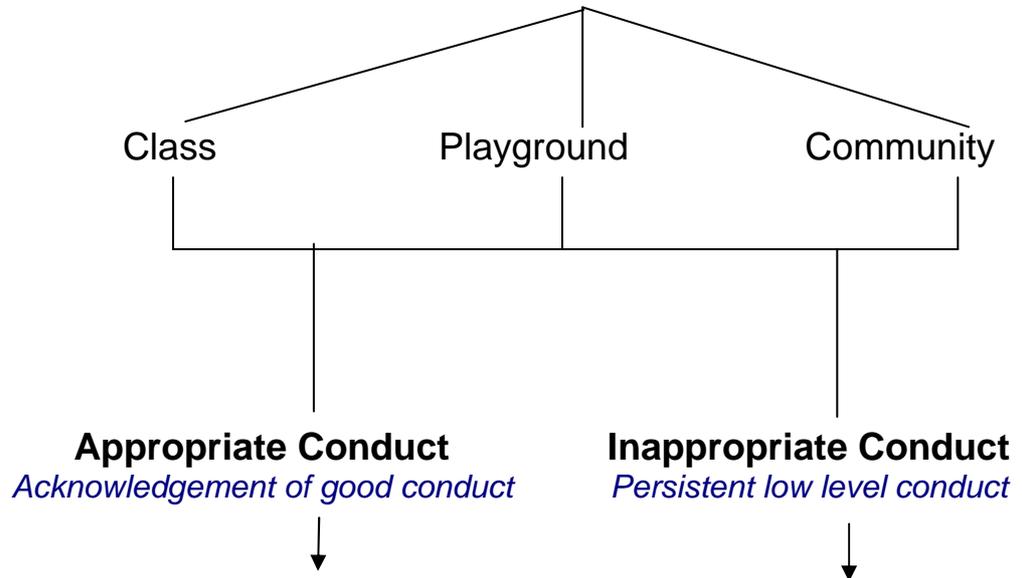


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## Whole School Behaviour Support

# School / Community Conduct Whole School Proactive Responses



1. *Class recognition.*
2. *Class awards.*
3. *Sent to Administration – awards.*
4. *Assembly awards.*
5. *Newsletter acknowledgement.*
6. *Positive phone call / letter home.*
7. *Lunch with Administrators.*

1. *Initial intervention – teacher, depending on action this may be repeated by teacher.*
2. *Secondary intervention – teacher and Administration.*
3. *Behaviour reflection in class / Administration. Parents informed and behaviour reflection kept on file.*
4. *Further discussion with parents – negotiated actions.*
5. *Move on to more targeted support and / or Intensive Behaviour Support.*

***Some steps could be skipped depending on the seriousness of the conduct.***

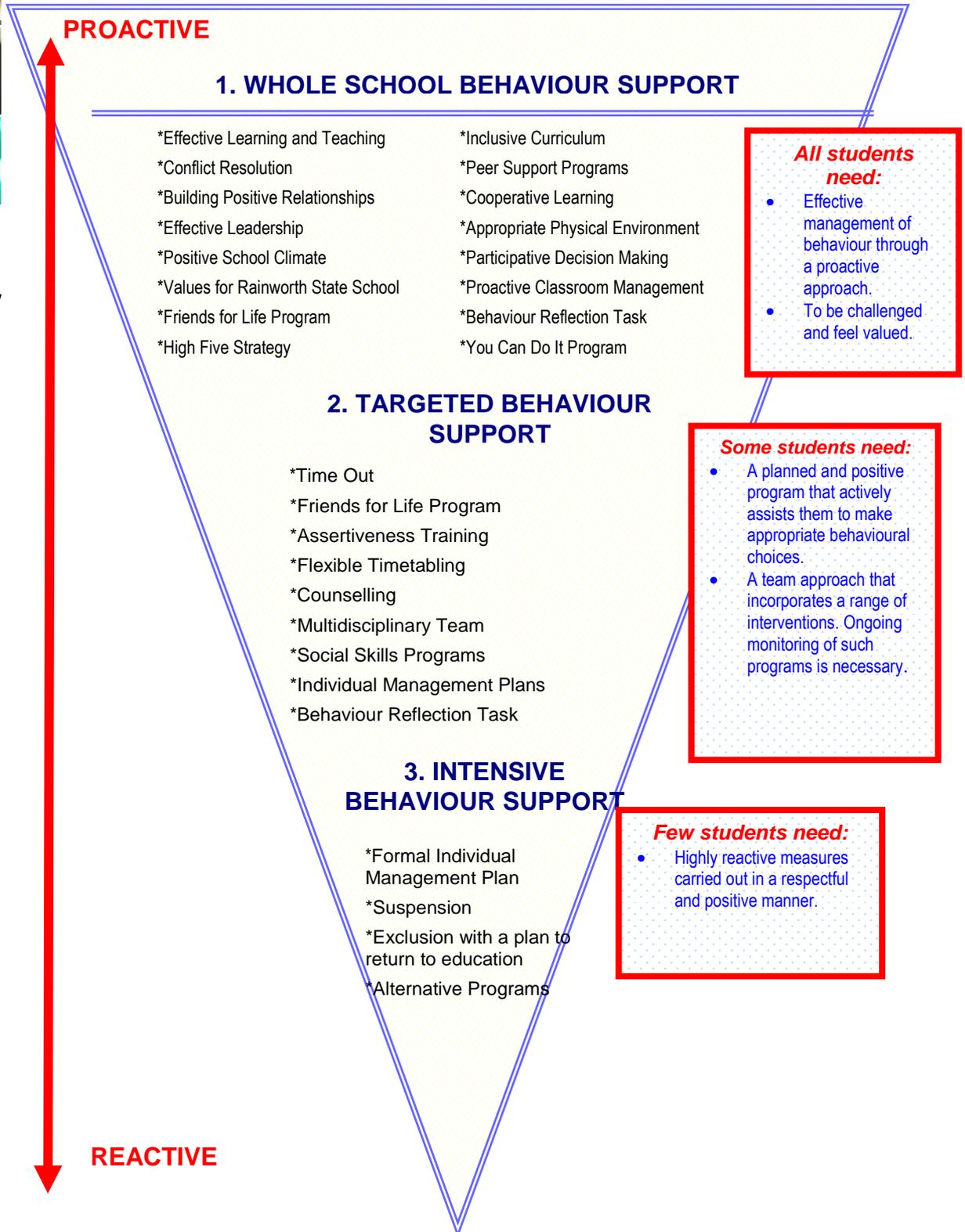


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### THREE TIERED MODEL OF SUPPORTIVE SCHOOL ENVIRONMENT

To provide a positive, socially just learning environment Rainworth adopts a three tier model for a supportive school environment. The three tiers are represented by the following model. The management of behaviour focuses on the development of whole school behaviour support moving progressively to targeted and intensive support when necessary.





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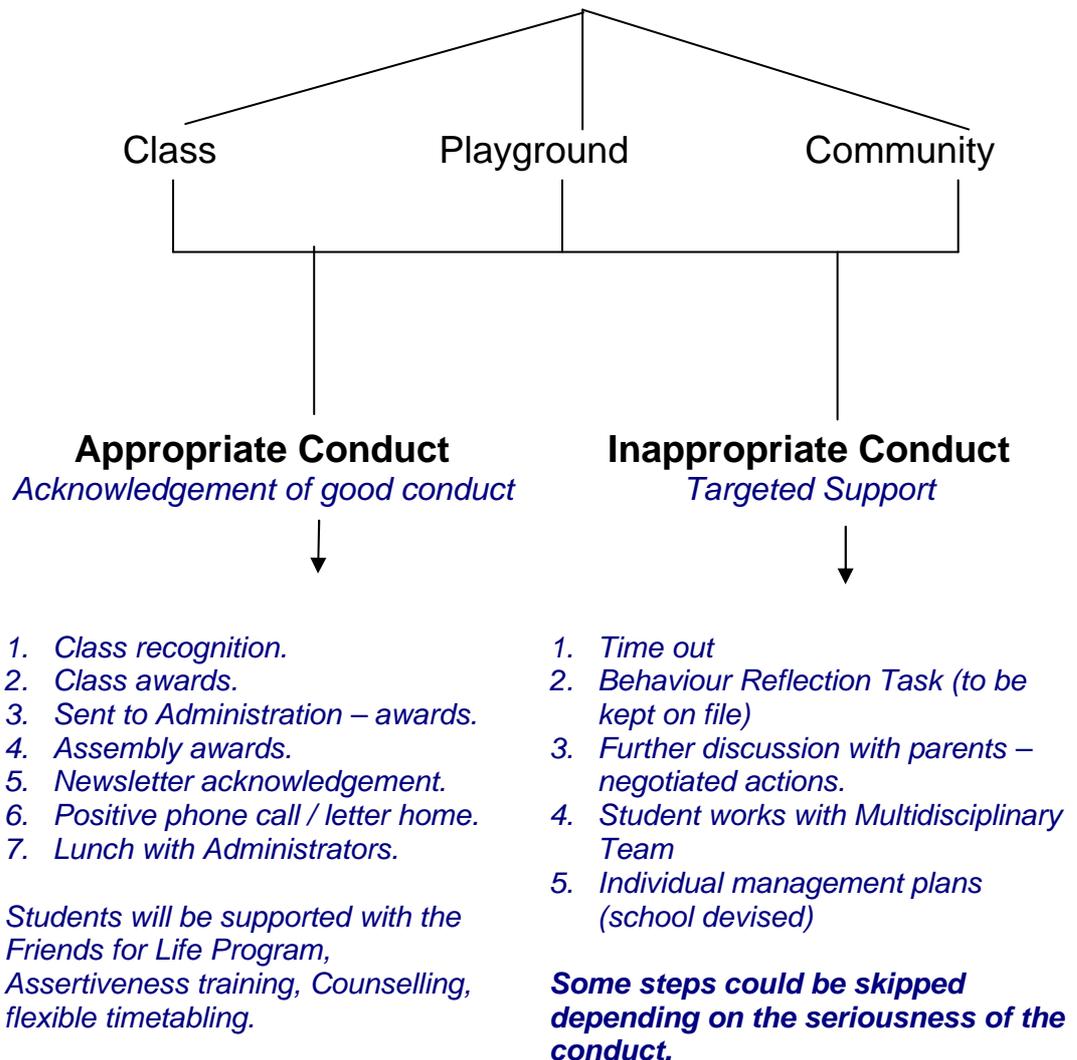
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• **Targeted behaviour support**

Occasionally a student at Rainworth is identified through our data as needing a more targeted behavioural support. In most cases 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 still attend their normal scheduled classes and activities with appropriate adjustments if required. The students have increased daily opportunities to receive positive contact with adults and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the Program through academic support, adult mentoring or intensive social skills training.

**Targeted Support**





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### • Intensive behaviour support

*Rainworth is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The Intensive Behaviour Support Team:*

- *works with other staff members to develop appropriate behaviour support strategies*
- *monitors the impact of support for individual students through continuous data collection*
- *makes adjustments as required for the student, and*
- *works with the School Behaviour Leadership Team to achieve continuity and consistency.*

*The Intensive Behaviour Support Team has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and district-based behavioural support staff.*

#### **Appropriate Conduct** *Acknowledgement of good conduct*



1. *Class recognition.*
2. *Class awards.*
3. *Sent to Administration – awards.*
4. *Assembly awards.*
5. *Newsletter acknowledgement.*
6. *Positive phone call / letter home.*
7. *Lunch with Administrators.*

***Students will be supported with the Friends for Life Program, Assertiveness training, Counselling, flexible timetabling.***

#### **Inappropriate Conduct** *Intensive Behaviour Support*



1. *Formalised Individual Management Plan*
2. *Suspension*
3. *Exclusion with a plan to return to education*
4. *Alternative program*

***Some steps could be skipped depending on the seriousness of the conduct.***



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### 5. Emergency responses or critical incidents

*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 situation.*

##### **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 Rainworth'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
- 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 on "One School" (Appendix 5)

**Health and Safety incident record**

Debriefing report (for student and staff) (Appendix 6).

**6. Consequences for unacceptable behaviour**

When students make a choice to behave inappropriately then wherever possible an appropriate and logical consequence will be applied. "A consequence needs to be as related as possible... it is the certainty of the consequence that is more effective than the severity. A consequence needs to teach the student something about the appropriate behaviour." Bill Rogers – 'Behaviour Recovery' p81.

Consequences for Acceptable Behaviour	Consequences for Unacceptable Behaviour
<ul style="list-style-type: none"> <li>• Meaningful feedback.</li> <li>• Class recognition.</li> <li>• Class awards.</li> <li>• Sent to Administration – awards.</li> <li>• Assembly awards.</li> <li>• Newsletter acknowledgement.</li> <li>• Positive phone call / letter home.</li> <li>• Lunch with Administrators.</li> </ul>	<ul style="list-style-type: none"> <li>• Initial intervention – teacher.</li> <li>• Behaviour reflection in class.</li> <li>• Behaviour reflection shown to Administration parents and kept on file.</li> <li>• Further discussion with parents – negotiated actions.</li> <li>• School detention.</li> <li>• Pre-suspension stage.</li> <li>• Suspension.</li> <li>• Outside agencies involved.</li> <li>• Exclusion / internal suspension.</li> </ul>



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### Definition of consequences\*

<b>Time out</b>	<p>A principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down.</p> <p>During time out, student is to be supervised and given an opportunity to rejoin class in intervals of no more than 10 minutes.</p>
<b>Detention</b>	<p>A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations.</p> <p>A detention is no more than 20 minutes during school lunch or 30 minutes after school (parent will be contacted before after school detention is imposed).</p>
<b>Temporary Removal of Property</b>	<p>A principal or staff member of Rainworth State School has the power to temporarily remove property from a student, as per the procedure <a href="#"><u>Temporary Removal of Student Property by School Staff.</u></a></p>
<b>School Disciplinary Absences (SDA)</b>	
<b>Suspension</b>	<p>A principal may suspend a student from school under the following circumstances:</p> <ul style="list-style-type: none"> <li>▪ disobedience by the student</li> <li>▪ misconduct by the student</li> <li>▪ other conduct that is prejudicial to the good order and management of the school.</li> </ul>
<b>Behaviour Improvement Condition</b>	<p>A principal may impose a behaviour improvement condition if the principal is reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour.</p> <p><i>A Behaviour Improvement Condition</i> requires the student to undertake a behaviour management program arranged by the school's principal. The program must be:</p> <ul style="list-style-type: none"> <li>▪ reasonably appropriate to the challenging behaviour</li> <li>▪ conducted by an appropriately qualified person</li> <li>▪ designed to help the student not to re-engage in the challenging behaviour</li> <li>▪ no longer than three months.</li> </ul>
<b>Proposed exclusion or recommended exclusion</b>	<p>A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:</p> <ul style="list-style-type: none"> <li>▪ disobedience</li> <li>▪ misconduct</li> <li>▪ other conduct that is prejudicial to the good order and management of the school, or</li> <li>▪ breach of Behaviour Improvement Conditions.</li> </ul>
<b>Cancellation of enrolment</b>	<p>The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school.</p>



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The following table outlines examples of minor and major behaviour incidents\*

	Area	Minor	Major
<b>Being Safe</b>	Movement around school	<ul style="list-style-type: none"> <li>Running on concrete or around buildings</li> <li>Running in stairwells</li> <li>Not walking bike in school grounds</li> </ul>	
	Play	<ul style="list-style-type: none"> <li>Incorrect use of equipment</li> <li>Not playing school approved games</li> <li>Playing in toilets</li> </ul>	<ul style="list-style-type: none"> <li>Throwing objects</li> <li>Possession of weapons</li> </ul>
	Physical contact	<ul style="list-style-type: none"> <li>Minor physical contact (eg: pushing and shoving)</li> </ul>	<ul style="list-style-type: none"> <li>Serious physical aggression</li> <li>Fighting</li> </ul>
	Correct Attire	<ul style="list-style-type: none"> <li>Not wearing a hat in playground</li> <li>Not wearing shoes outside</li> </ul>	
	Other		<ul style="list-style-type: none"> <li>Possession or selling of drugs</li> <li>Weapons including knives and any other items which could be considered a weapon being taken to school</li> <li>Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</li> </ul>
<b>Being Responsible</b>	Class tasks	<ul style="list-style-type: none"> <li>Not completing set tasks that are at an appropriate level</li> <li>Refusing to work</li> </ul>	
	Being in the right place	<ul style="list-style-type: none"> <li>Not being punctual (eg: lateness after breaks)</li> <li>Not in the right place at the right time.</li> </ul>	<ul style="list-style-type: none"> <li>Leaving class without permission (out of sight)</li> <li>Leaving school without permission</li> </ul>
	Follow instructions	<ul style="list-style-type: none"> <li>Low intensity failure to respond to adult request</li> <li>Non compliance</li> <li>Unco-operative behaviour</li> </ul>	
	Accept outcomes for behaviour	<ul style="list-style-type: none"> <li>Minor dishonesty</li> </ul>	<ul style="list-style-type: none"> <li>Major dishonesty that impacts on others</li> </ul>
	Rubbish	<ul style="list-style-type: none"> <li>Littering</li> </ul>	
	Mobile Phone or personal technology devices	<ul style="list-style-type: none"> <li>Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member)</li> </ul>	<ul style="list-style-type: none"> <li>Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation</li> <li>Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</li> </ul>

<b>Being Respectful</b>	Language	<ul style="list-style-type: none"> <li>Inappropriate language (written/verbal)</li> <li>Calling out</li> <li>Poor attitude</li> <li>Disrespectful tone</li> </ul>	<ul style="list-style-type: none"> <li>Offensive language</li> <li>Aggressive language</li> <li>Verbal abuse / directed profanity</li> </ul>
	Property	<ul style="list-style-type: none"> <li>Petty theft</li> <li>Lack of care for the environment</li> </ul>	<ul style="list-style-type: none"> <li>Stealing / major theft</li> <li>Wilful property damage</li> <li>Vandalism</li> </ul>
	Others	<ul style="list-style-type: none"> <li>Not playing fairly</li> <li>Minor disruption to class</li> <li>Minor defiance</li> <li>Minor bullying</li> </ul>	<ul style="list-style-type: none"> <li>Major bullying</li> <li>Major disruption to class</li> <li>Blatant disrespect</li> <li>Major defiance</li> <li>Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</li> </ul>

\*Please note that this is not an exhaustive list. Other behaviours will be dealt with as appropriate.



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### 7. Network of student support

*Rainworth State School has established structures which provide access to specialist skills, information and support for the welfare of students.*

*This is managed through the deployment of human, financial and material resources that respond to the school community's identified needs and priorities.*

Internal Support Services	External Support Services
<ul style="list-style-type: none"> <li>• Parents</li> <li>• Teachers</li> <li>• Support Staff</li> <li>• Administration Staff</li> <li>• Special Needs Committee</li> <li>• RSS Gifted and Talented Program</li> <li>• Support Teacher Learning Difficulties (STLaN)</li> <li>• English as a Second Language (ESL)</li> <li>• Speech Language Pathologist</li> <li>• Guidance Officer (GO)</li> </ul>	<ul style="list-style-type: none"> <li>• Advisory Visiting Teacher (AVT)</li> <li>• Managing Young Children Program (MYCP)</li> <li>• Centre for Alternative Programs (CAPS)</li> <li>• Triple P Parenting Program</li> <li>• Child Youth Mental Health Service (CYMHS)</li> <li>• Department of Child Safety (DOCS)</li> <li>• Queensland Health Services Juvenile Aid Bureau (JAB)</li> <li>• Behaviour Management Team</li> </ul>

### 8. Consideration of individual circumstances

*Rainworth State School uses strategies that take into account the different abilities, life skills and life experiences of our students. A range of significant factors is considered when choosing responses to student behaviour, these include*

- Context
- Emotional well-being
- Culture
- Gender
- Cultural difference
- Socioeconomic factors
- Impairment

*All of the above can influence the way in which students act and react to adult responses.*

### 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](#)
- [Weapons Act 1990](#)
- [Work Health and Safety Act 2011](#)



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- [Work Health and Safety Regulation 2011](#)
- [Right to Information Act 2009](#)
- [Information Privacy \(IP\) Act 2009](#)

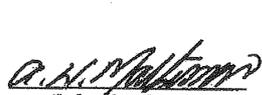
## 10. Related Procedures

- [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](#)

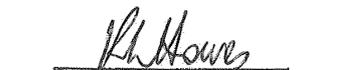
## 11. Some related resources

- [Schoolwide Positive Behaviour Support](#)
- [Code of Conduct for School Students Travelling on Buses](#)
- [National Safe Schools Framework](#)
- [National Safe Schools Framework Resource Manual](#)
- [Working Together resources for schools](#)
- [Cybersafety and schools resources](#)
- [Bullying. No way!](#)
- [Take a Stand Together](#)

## 12. Endorsement

  
Principal

  
P&C President or  
Chair, School Council

  
Assistant Regional Director

Effective Date: ..... 2013 ..... to ..... 2016 .....