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

School / Community Conduct
Whole School Proactive Responses

Class

Playground

Community

Appropriate Conduct
Acknowledgement of good conduct

Inappropriate Conduct
Persistent low level conduct

1. Class recognition.
2. Class awards.
3. Sent to Administration – awards.
4. Assembly awards.
5. Newsletter acknowledgement.
7. Lunch with Administrators.

1. Initial intervention – teacher, depending on action this may be repeated by teacher.
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.
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.

1. WHOLE SCHOOL BEHAVIOUR SUPPORT

- *Effective Learning and Teaching*
- *Conflict Resolution*
- *Building Positive Relationships*
- *Effective Leadership*
- *Positive School Climate*
- *Values for Rainworth State School*
- *Friends for Life Program*
- *High Five Strategy*
- *Inclusive Curriculum*
- *Peer Support Programs*
- *Cooperative Learning*
- *Appropriate Physical Environment*
- *Participative Decision Making*
- *Proactive Classroom Management*
- *Behaviour Reflection Task*
- *You Can Do It Program*

2. TARGETED BEHAVIOUR SUPPORT

- *Time Out*
- *Friends for Life Program*
- *Assertiveness Training*
- *Flexible Timetabling*
- *Counselling*
- *Multidisciplinary Team*
- *Social Skills Programs*
- *Individual Management Plans*
- *Behaviour Reflection Task*

3. INTENSIVE BEHAVIOUR SUPPORT

- *Formal Individual Management Plan*
- *Suspension*
- *Exclusion with a plan to return to education*
- *Alternative Programs*

All students need:
- Effective management of behaviour through a proactive approach.
- To be challenged and feel valued.

Some students need:
- A planned and positive program that actively assists them to make appropriate behavioural choices.
- A team approach that incorporates a range of interventions. Ongoing monitoring of such programs is necessary.

Few students need:
- Highly reactive measures carried out in a respectful and positive manner.

May 2013 Rainworth State School
• **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.

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**Targeted Support**

- **Class**
  - Appropriate Conduct
    - Acknowledgement of good conduct
  - Inappropriate Conduct
    - Targeted Support

- **Playground**
  - Appropriate Conduct
  - Inappropriate Conduct

- **Community**
  - Appropriate Conduct
  - Inappropriate Conduct

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1. Class recognition.
2. Class awards.
3. Sent to Administration – awards.
4. Assembly awards.
5. Newsletter acknowledgement.
7. Lunch with Administrators.

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

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1. Time out
2. Behaviour Reflection Task (to be kept on file)
3. Further discussion with parents – negotiated actions.
4. Student works with Multidisciplinary Team
5. Individual management plans (school devised)

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

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**Appropriate Conduct**

**Acknowledgement of good conduct**

1. Class recognition.
2. Class awards.
3. Sent to Administration – awards.
4. Assembly awards.
5. Newsletter acknowledgement.
7. Lunch with Administrators.

**Inappropriate Conduct**

**Intensive Behaviour Support**

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

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

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

<table>
<thead>
<tr>
<th>Consequences for Acceptable Behaviour</th>
<th>Consequences for Unacceptable Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Meaningful feedback.</td>
<td>• Initial intervention – teacher.</td>
</tr>
<tr>
<td>• Class recognition.</td>
<td>• Behaviour reflection in class.</td>
</tr>
<tr>
<td>• Class awards.</td>
<td>• Behaviour reflection shown to</td>
</tr>
<tr>
<td>• Sent to Administration – awards.</td>
<td>Administration parents and kept on</td>
</tr>
<tr>
<td>• Assembly awards.</td>
<td>file.</td>
</tr>
<tr>
<td>• Newsletter acknowledgement.</td>
<td>• Further discussion with parents –</td>
</tr>
<tr>
<td>• Positive phone call / letter home.</td>
<td>negotiated actions.</td>
</tr>
<tr>
<td>• Lunch with Administrators.</td>
<td>• School detention.</td>
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<tr>
<td></td>
<td>• Pre-suspension stage.</td>
</tr>
<tr>
<td></td>
<td>• Suspension.</td>
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<td></td>
<td>• Outside agencies involved.</td>
</tr>
<tr>
<td></td>
<td>• Exclusion / internal suspension.</td>
</tr>
</tbody>
</table>
**Definition of consequences***

<table>
<thead>
<tr>
<th>Time out</th>
<th>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. During time out, student is to be supervised and given an opportunity to rejoin class in intervals of no more than 10 minutes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detention</td>
<td>A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations. 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).</td>
</tr>
<tr>
<td>Temporary Removal of Property</td>
<td>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="#">Temporary Removal of Student Property by School Staff</a>.</td>
</tr>
</tbody>
</table>

**School Disciplinary Absences (SDA)**

| Suspension | A principal may suspend a student from school under the following circumstances:  
- disobedience by the student  
- misconduct by the student  
- other conduct that is prejudicial to the good order and management of the school. |
| --- | --- |
| Behaviour Improvement Condition | 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.  
A Behaviour Improvement Condition requires the student to undertake a behaviour management program arranged by the school’s principal. The program must be:  
- reasonably appropriate to the challenging behaviour  
- conducted by an appropriately qualified person  
- designed to help the student not to re-engage in the challenging behaviour  
- no longer than three months. |
| Proposed exclusion or recommended exclusion | 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:  
- disobedience  
- misconduct  
- other conduct that is prejudicial to the good order and management of the school, or  
- breach of Behaviour Improvement Conditions. |
| Cancellation of enrolment | 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. |
The following table outlines examples of minor and major behaviour incidents*

<table>
<thead>
<tr>
<th>Area</th>
<th>Minor</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Movement around school</td>
<td>- Running on concrete or around buildings</td>
<td>- Throwing objects</td>
</tr>
<tr>
<td></td>
<td>- Running in stairwells</td>
<td>- Possession of weapons</td>
</tr>
<tr>
<td></td>
<td>- Not walking bike in school grounds</td>
<td></td>
</tr>
<tr>
<td>Play</td>
<td>- Incorrect use of equipment</td>
<td>- Serious physical aggression</td>
</tr>
<tr>
<td></td>
<td>- Not playing school approved games</td>
<td>- Fighting</td>
</tr>
<tr>
<td></td>
<td>- Playing in toilets</td>
<td></td>
</tr>
<tr>
<td>Physical contact</td>
<td>- Minor physical contact (eg: pushing and shoving)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Serious physical aggression</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Fighting</td>
<td></td>
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<tr>
<td>Correct Attire</td>
<td>- Not wearing a hat in playground</td>
<td></td>
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<tr>
<td></td>
<td>- Not wearing shoes outside</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>- Possession or selling of drugs</td>
<td></td>
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<tr>
<td></td>
<td>- Weapons including knives and any other items which could be considered a weapon being taken to school</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</td>
<td></td>
</tr>
<tr>
<td>Class tasks</td>
<td>- Not completing set tasks that are at an appropriate level</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Refusing to work</td>
<td></td>
</tr>
<tr>
<td>Being in the right place</td>
<td>- Not being punctual (eg: lateness after breaks)</td>
<td>- Leaving class without permission (out of sight)</td>
</tr>
<tr>
<td></td>
<td>- Not in the right place at the right time.</td>
<td>- Leaving school without permission</td>
</tr>
<tr>
<td>Follow instructions</td>
<td>- Low intensity failure to respond to adult request</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Non compliance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Unco-operative behaviour</td>
<td></td>
</tr>
<tr>
<td>Accept outcomes for behaviour</td>
<td>- Minor dishonesty</td>
<td>- Major dishonesty that impacts on others</td>
</tr>
<tr>
<td>Rubbish</td>
<td>- Littering</td>
<td></td>
</tr>
<tr>
<td>Mobile Phone or personal technology devices</td>
<td>- Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member)</td>
<td>- Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation</td>
</tr>
<tr>
<td></td>
<td>- Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td>- Inappropriate language (written/verbal)</td>
<td>- Offensive language</td>
</tr>
<tr>
<td></td>
<td>- Calling out</td>
<td>- Aggressive language</td>
</tr>
<tr>
<td></td>
<td>- Poor attitude</td>
<td>- Verbal abuse / directed profanity</td>
</tr>
<tr>
<td></td>
<td>- Disrespectful tone</td>
<td></td>
</tr>
<tr>
<td>Property</td>
<td>- Petty theft</td>
<td>- Stealing / major theft</td>
</tr>
<tr>
<td></td>
<td>- Lack of care for the environment</td>
<td>- Willful property damage</td>
</tr>
<tr>
<td></td>
<td>- Disrespectful tone</td>
<td>- Vandalism</td>
</tr>
<tr>
<td>Others</td>
<td>- Not playing fairly</td>
<td>- Major bullying</td>
</tr>
<tr>
<td></td>
<td>- Minor disruption to class</td>
<td>- Major disruption to class</td>
</tr>
<tr>
<td></td>
<td>- Minor defiance</td>
<td>- Blatant disrespect</td>
</tr>
<tr>
<td></td>
<td>- Minor bullying</td>
<td>- Major defiance</td>
</tr>
<tr>
<td></td>
<td>- Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Internal Support Services</th>
<th>External Support Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>Advisory Visiting Teacher (AVT)</td>
</tr>
<tr>
<td>Teachers</td>
<td>Managing Young Children Program (MYCP)</td>
</tr>
<tr>
<td>Support Staff</td>
<td>Centre for Alternative Programs (CAPS)</td>
</tr>
<tr>
<td>Administration Staff</td>
<td>Triple P Parenting Program</td>
</tr>
<tr>
<td>Special Needs Committee</td>
<td>Child Youth Mental Health Service (CYMHS)</td>
</tr>
<tr>
<td>RSS Gifted and Talented Program</td>
<td>Department of Child Safety (DOCS)</td>
</tr>
<tr>
<td>Support Teacher Learning Difficulties (STLaN)</td>
<td>Queensland Health Services Juvenile Aid Bureau (JAB)</td>
</tr>
<tr>
<td>English as a Second Language (ESL)</td>
<td>Behaviour Management Team</td>
</tr>
<tr>
<td>Speech Language Pathologist</td>
<td></td>
</tr>
<tr>
<td>Guidance Officer (GO)</td>
<td></td>
</tr>
</tbody>
</table>

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
10. Related Procedures

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

11. Some related resources

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

12. Endorsement

[Signatures]

Principal
P&C President or Chair, School Council
Assistant Regional Director

Effective Date: 2013 to 2016