



GLENVIEW STATE SCHOOL

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

1. Purpose

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

The community of Glenview State School is committed to learning, respect and optimism through a secure, supportive and cooperative environment, which recognises and accepts individual differences.

Our school fosters a warm, supportive environment where students can be happy and where optimal learning can take place.

- A major part of the teacher's role is to ensure that children will learn and develop within their school environment without disruptive behaviour hindering their success and enjoyment of learning. It is also expected that students will respect the teachers' fundamental right to teach without disruptive behaviours hindering his/her success and enjoyment of teaching.

We also acknowledge that if students are to become productive members of society, teachers must help them to develop responsibility for their actions by both teaching explicitly and practising problem solving skills.

The establishment of good discipline in our school depends upon both school personnel and parents working towards the same goals and insisting on acceptable standards of behaviour being maintained for the enhanced outcomes of our students and our school.

2. Consultation and data review

The following process was used for the development of this plan:

- Process advertised to whole community in school newsletter
- Process approved at P&C meeting
- Elements of Responsible Behaviour Plan for Students shared at P&C meeting
- Draft document presented to both staff and parent community for feedback
- Suggestions incorporated into final document
- The plan will be modified over time to remain reflective of need and responsive to evidence of success or lack thereof

Processes for review include;

- Staff and P&C consulted during formal review process (every 3 years)
- Regular feedback sought from staff and where necessary supported by school data eg. One School, SOS, Reflections room or specific data gathering. Appropriate adaptations are implemented as required with relevant PD provided.

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3. Learning and Behaviour Statement

The community of Glenview State School recognises that everyone has the right to be respected, to be happy and safe. At Glenview State School we promote a secure supportive environment which recognises and accepts individual differences through what we call the Glenview Way. To be “Safe, Proud, Happy and Healthy” is the “Glenview Way”

As a staff we believe;

- That, no matter what a child’s home life is like or the level of skill development, our school can positively influence students’ behaviour and academic performance.
- That the foundation of positive classroom behaviour is effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students
- That children learn at different rates and that gender is not a determinant of capacity to learn.
- That to enable productive learning to occur, we believe different learning styles and abilities must be catered for and appropriate behaviours need to be taught, modelled, encouraged and developed.
- That our major goal is to help the development of the whole child, i.e. physically, academically, emotionally and socially and commit ourselves to assisting each child to acquire the skills necessary to have healthy relationships, sound values, high self-esteem and good communication – all necessary for effective membership in our community.
- That our program will require honest and open communication between all concerned and that students, parents and teachers are part of a team.
- Each individual is responsible for his/her own actions and that the exercise of individual rights and responsibilities must contribute to a positive community spirit.
- That we acknowledge the basic differences that exist between the ideas of consequences and punishment. Punishment is a pay back for misbehaviour and has no place in the improvement of attitude of behaviour. Consequences are seen as coming naturally from a certain behaviour and are known and determined in advance by staff, parents and children.

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

Glenview State School facilitates standards of behaviour through effective behaviour mechanisms including:

- creation of a positive whole school culture
- quality learning and teaching practices
- a balanced, relevant and engaging curriculum
- supportive and collaboratively developed programs and procedures
- managed professional development, education or training for all members of the school community
- a range of provisions that are characterised by non-violent, non-coercive and non-discriminatory practices
- a continuum from whole school positive preventive action for all students, through to intensive intervention for specific individuals or groups.
- All members of school community made aware of unacceptable behaviours and consequences
- Anti-Bullying lessons



Universal behaviour support

Glenview State School staff support student behaviour through pro-active processes and strategies that:

- facilitate the development of acceptable standards of behaviour to create a caring, productive and safe environment for learning and teaching
- promote an effective learning and teaching environment that allows positive aspirations, relationships and values to develop
- model expected behaviours by all staff at all times
- foster mutual respect
- encourage all students to take increasing responsibility for their own behaviour and accept the consequences for their actions

This is provided by:

- Implementation of consistent and clear behavioural expectations
- Explicit teaching of rules and behavioural expectations
- Consistent application of suitable consequences for inappropriate behaviour
- Induction of new students and staff
- Creating opportunities to awareness raise and address bullying and cyberbullying
- Recognition of achievement

Strategies include:

- Promotion of Glenview Way of “Safe, Proud , Happy and Healthy”
- Publication of school documents and policies
 - School Prospectus
 - Procedures for mobile phone and electronic devices
 - School Dress Code
- Encouraging students to problem solve using the ‘High Five’
 1. Speak friendly
 2. Speak firmly
 3. Ignore
 4. Walk away
 5. Talk to an adult
- Student negotiated class rules
- Playground and classroom behavioural expectations displayed in classrooms
- Designated eating areas and times
- Class rewards and celebrations
- Class and playground awards on parade
- Principal’s award
- Presentations at parade
- Lunchtime activities
- Philosophy for Children lessons on a weekly basis in all classrooms
- Informal acknowledgement between members of the school community
- Verbal reinforcement of behavioural expectations, including actions and consequences
- Open and regular communication between staff and community
- Class newsletters
- Fortnightly Gazette
- Formal and informal discussions between class teacher and parents
- Staff visibility, approachability and availability to the school community
- Meet the Teacher sessions
- Counselling

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Targeted behaviour support

Due to the small size of the school, all staff are aware of and may be involved in the support of students who may need more targeted behaviour support to change persistent unacceptable behaviours.

Strategies may include:

- Promotion of Glenview Way of “Safe, Proud, Happy and Healthy”
- Philosophy for Children lessons on a weekly basis in all classrooms
- Teacher- Home Communication Books
- Verbal reinforcement of behavioural expectations, including actions and consequences
- “No Blame’ restorative meeting used when either the perpetrator/s is unknown; or the behaviour is collective and has continued over a period of time
- Formal and informal discussions between a range of personnel including: class teacher, Principal, learning support teacher, guidance officer, behaviour support specialist, Education QLD personnel
- Individual Behaviour Support Plans which include specific goals and support strategies for student. These plans are prepared in consultation with class teachers, school principal, parents and specialist behaviour support personnel
- Individual Education Plans which include specific goals and support strategies for student. These plans are prepared in consultation with class teachers, learning support and guidance personnel, school principal, parents and other relevant specialist support staff.
- Staff visibility, approachability and availability to the school community
- Maintaining an open-door policy in the school
- Counselling

Intensive behaviour support

Glenview State School provides intensive intervention, behaviour support processes and or/programs that respond to unacceptable behaviour while supporting continued student engagement with learning by using strategies that may include:

- Alternative programs
- Formal and informal suspension
- Exclusion
- Support by external agencies (listed under Network of Student Support)

Whole of school behaviour support strategies continue to support student behaviour during periods of intensive behaviour support.

5. Consequences for unacceptable behaviour

Whilst the focus is on proactive and preventive whole school approaches, certain types of behaviour are unacceptable. All students at Glenview State School are aware that unacceptable behaviours will incur a consequence. In applying consequences for unacceptable student behaviour, staff will consider the individual circumstances of the student and the needs and rights of community members.

Examples of consequences may include:

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- Working in ‘Buddy Teacher’ classroom
- Withdrawal from the playground with direction to the Reflections Room for structured play and review of the incident with an emphasis on repairing the harm done
- Intervention programs
- Individual counselling
- Detention (break time and after school)
- Parental contact
- Withdrawal sessions with support personnel
- Additional set work for completion in student’s own time
- Collaborative planning sessions with all stakeholders
- Alternative programs
- Restricted participation in off campus programs

Ongoing extreme unacceptable behaviours may result in suspension or recommendation for exclusion (These consequences are used after consideration is given to the situation and to all other consequences). A re-entry meeting involving all stakeholders will occur before the student rejoins their class. The focus of this meeting is to repair relationships and discuss possible support needs to deter reoffences from occurring.



CLASSROOM BEHAVIOUR MANAGEMENT

Some Examples of Unacceptable Classroom Behaviour:

- Out of place for the wrong reason
- Being unprepared for lessons
- Behaviour which distracts others
- Not participating in class/group activities as instructed
- Unsafe movement
- Negative comments on others
- Unsafe use of furniture or equipment
- Writing on or damaging school property
- Late to class, parade or school without valid reason
- Tripping, pushing, bumping
- Exerting power over others in a negative way
- Defiance to teacher
- Deliberate use of inappropriate language

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Management strategies

- Class consequences determined in advance through discussion between teacher and class
- Class behavioural expectations displayed in prominent position in each classroom
- Class/ No Blame meeting to formulate a plan to change behaviour

Some Examples of Classroom Behaviours Requiring More Intensive Intervention

- Stealing or destroying other's property
- Punching, fighting or other ways of being physically aggressive
- Emotionally endangering others
- Defiance to supervisor
- Deliberate swearing at others
- Indecent behaviour
- Deliberate throwing of objects at others
- Deliberate knocking over of furniture
- Leaving classroom without permission

Management strategies:

- Student to be sent to office or incident reported to principal
- Principal or class teacher to contact parents/caregiver.
- Student may require Individual Behaviour Support Plan
- Suspension
- Exclusion
- Implement Critical Incident Plan



PLAYGROUND BEHAVIOUR MANAGEMENT

All discussion of behaviour is related to the Glenview Way of everybody remaining “Safe, Proud, Happy and Healthy”

Suggested Questions:

<p><u>To the wrongdoer</u> What happened? Is everybody safe/proud/happy/healthy? What were you thinking about at the time? Who/what do you think has been affected by what you did? In what way? What do you need to do to make things right? How can we make sure it doesn't happen again? Do you need any help?</p>	<p><u>To the victim (if applicable).</u> What did you think when it happened? What have you thought about since? How has it affected you? What has been the worst of it? What is needed to make things right? How can we make sure this doesn't happen again?</p>
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Examples of Unacceptable Behaviours

- Running on concrete
- Not going directly to eating area
- Playing in toilets
- Out of bounds
- Littering
- Slip of tongue eg 'one off instance of inappropriate language
- Commenting on others in negative way
- Unsafe use of furniture or equipment
- Playing during eating time

Management strategies:

- Discussion of inappropriate behaviour
- Time out with duty person or in designated spot until student has reflected on inappropriate behaviour
- Logical restitution i.e. return and walk, pick up litter

Examples of Behaviours Requiring Support

Deliberate Unsafe Behaviour

- Playing in unsafe games
- Throwing rocks/sticks
- Playing with equipment in an unsafe manner
- Jumping down stairs/over seats
- Sliding down rails

Displaying Disrespect

- Speaking in an inappropriate tone or manner
- Destruction of property
- Running/walking through gardens

Isolated Bullying

- Getting into gangs and excluding others
- Exerting power over others
- Commenting on others in a negative way
- Negative written comments

Non Compliance

- Deliberate out of bounds
- Retrieving equipment outside of bounds without permission
- Ignoring adult instruction
- Repeated previous behaviours

Management strategies:

- Discussion of unacceptable behaviour
- Removal from playground to detention room
- Complete Detention Slip and send with student.
- Record details on Detention Sheet in folder
- Student to complete Incident Report when appropriate
- Principal to follow up with repeat offenders
- If immediate time/situation does not allow for completion of Detention Slip, issuer must do this at a later time
- No Blame/ restorative meeting as appropriate – Record on One School
- One School documentation





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Examples of Behaviours Requiring Intensive Support

- Stealing or destroying other's property
- Physically or emotionally endangering others
- Defiance to supervisor
- Indecent behaviour
- Deliberate throwing of objects at others
- Deliberate swearing at others
- Leaving school ground without permission
- Harassment
- Repeated behaviours

Management strategies:

- Attend to all safety issues
- Discussion of unacceptable behaviour when situation allows
- Remove student from play and contact with all other students.
- Send student to office with completed Detention Slip or send runner with card to get Principal if situation is uncertain. Check at end of duty that student did report to office.
- Principal to contact parents/caregiver.
- Student may require Individual Behaviour Management Plan
- One School documentation
- Implementation of Critical Incident Plan

SAMPLE DOCUMENTS

Glenview State School
 5 Leeming Rd. GLENVIEW QLD 4553 Phone: 07 5438 6777
 Email: theprincipal@glenview.qs.edu.au Fax: 07 5438 6700

Date: _____

Dear Parent

Today during _____ your child _____ disrupted the learning time of others by displaying the following behaviour:

As a direct consequence of missing the learning time of others, your child will be kept until 3:30pm on _____ to complete missed work. Please sign the attached form and return it to school as soon as possible to indicate that you are aware that your child will be 30 minutes late leaving school on the set date.

Your support in ensuring more acceptable behaviour in lesson time would be greatly appreciated. Please contact the school office if you wish to make an appointment to meet the class teacher or principal to discuss this issue.

Yours sincerely

Date: _____

 Debbie Corby
 Principal

 Class teacher

Date: _____

I am aware that my child _____ will be kept until 3:30 on _____ as a consequence of disturbing the learning time of other students.

Parent name: _____

Parent signature: _____

After School Detention

You are required to use this time to think about your behaviour and what other options may have been better to use. This Reflection Sheet will help you do that.

Name: _____ Group: _____ Date: _____

What happened? What led up to the incident?

What got damaged and in what way? (Language, equipment, physical hurt, made others worry)

A better way to act in future would be: _____

I will repair the harm by: _____

Reflector's teacher: _____ Date: _____ One School Record _____

Reflections Sheet

GLENVIEW STATE SCHOOL - BEHAVIOUR 'ORANGE SLIP'

Name: _____ Group: _____ Date: ____/____/____

Time: _____

Description of Incident / Behaviour:

Duty Teacher: _____

Detention Slip



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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

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

(Provide debriefing for the student and other students involved as necessary after a suitable interval of time has elapsed. Hold a debriefing meeting with relevant staff members. 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.

Appropriate physical intervention may be used to ensure that Glenview'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.



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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 (Use headings as indicated on Appendix 4)
- Health and Safety (available from Office staff)
- briefing report (for student and staff-Appendix 5)
- Develop an Individual Plan if physical restraint is considered necessary as an ongoing strategy

6. The network of student support

SCHOOL BASED SERVICES

Guidance Officer
Learning Support
Teacher
School Chaplain
Classroom teachers
Specialist Teachers
Principal
Student Support
Services Committee
(S.S.S)

DISTRICT & OTHER E.Q. SERVICES

District Advisory Visiting
Teacher for Behaviour
Support
Senior Guidance Officers
Principal Advisor,
Education Services
Access to Behaviour
Support Funding
Management of Young
Children Program
Staff from the Workforce
Standards and
Performance Unit

COMMUNITY SERVICES

Department of Child
Safety
Juvenile Aid Bureau
Police Liaison Officer
Qld Health Services
Child and Youth Mental
Health Services
Doctor, Paediatrician
Psychologist
Speech Therapy



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Student behaviour is supported by regular and open communication between all parties:

- Teachers speak to their classes about the specific needs of students who require support
- Staff are kept up to date on the progress of these students at staff meetings
- Parents and carers are kept up to date at both formal and informal meetings
- The principal monitors the progress of these students
- Specialist behaviour support staff meet with student, parents and school personnel as required
- Referrals are made to S.S.S. when strategies have proved unsuccessful. This group analyse information and make decisions on involvement of other specialist personnel and outside agencies.

7. Consideration of individual circumstances

Glenview State School uses strategies that take into account the different abilities, skills and life experiences of students through our curriculum, interpersonal relationships and organisational practices. A range of significant factors are considered when choosing responses to student behaviour, including context, emotional well-being, culture, gender, race, socio-economic situation and impairment, all of which can influence the way in which students act and react to adult responses.

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 will be considered at all times. Consistency will be in responding to the behaviour, but not necessarily in the nature of the response.

8. Related legislation

- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- 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 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009



Related policies

- SMS-PR-021: Safe, Supportive and Disciplined School Environment (<http://iwww.qed.qld.gov.au/strategic/epr/students/smspr021/>)
- CRP-PR-009: Inclusive Education (<http://iwww.qed.qld.gov.au/strategic/epr/curriculum/crpr009/>)
- SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools (<http://education.qld.gov.au/strategic/epr/students/smspr027/>)
- SMS-PR-022: Student Dress Code (<http://iwww.qed.qld.gov.au/strategic/epr/students/smspr022/>)
- SMS-PR-012: Student Protection (<http://iwww.qed.qld.gov.au/strategic/epr/students/smspr012/>)
- SMS-PR-018: Information Sharing under Child Protection Act 1999 (<http://education.qld.gov.au/strategic/epr/students/smspr018/>)
- SMS-PR-008: Family Law Matters Affecting State Educational Institutions (<http://education.qld.gov.au/strategic/epr/students/smspr008/>)
- SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass (<http://iwww.qed.qld.gov.au/strategic/epr/schools/scmpr006/>)
- GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions (<http://iwww.qed.qld.gov.au/strategic/epr/government/gvrpr001/>)
- ICT-PR-004: Using the Department's Corporate ICT Network (<http://education.qld.gov.au/strategic/epr/ict/ictpr004/>)
- IFM-PR-010: Managing Electronic Identities and Identity Management (<http://education.qld.gov.au/strategic/epr/information/ifmpr010/>)
- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students (<http://iwww.qed.qld.gov.au/strategic/epr/schools/scmpr003/>)

Deborah Crotty
Principal

Melissa Evans
P&C President

Suzanne Innes
Executive Director, Schools