

# Silkwood State School

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

### **Rationale**

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

*The community of Silkwood State School is committed to learning, respect and optimism through a secure, supportive and co-operative 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.*

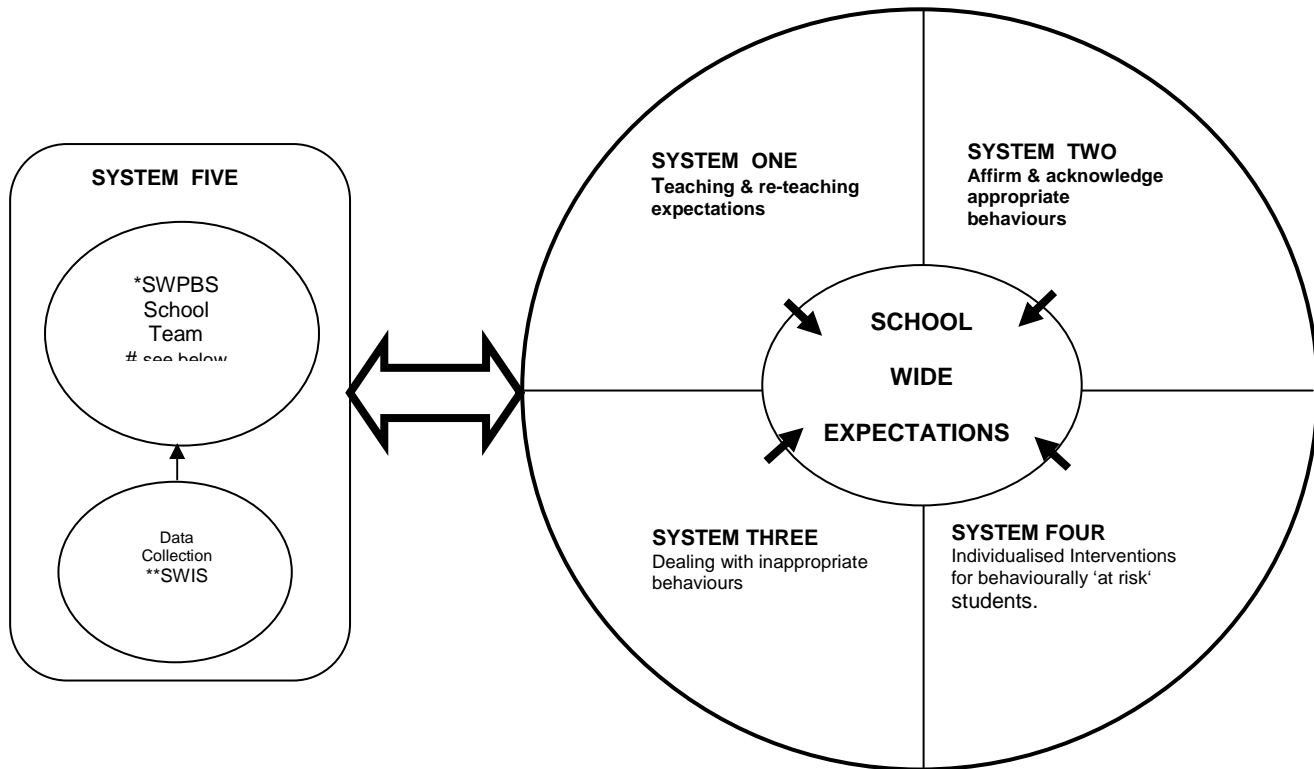
*The staff at our school are committed to maintaining high standards of ethical behaviour as established in Education Queensland's Code of Conduct.*

### **School beliefs about behaviour and learning**

*Our school believes that every student must take responsibility for their own behaviour and learning. Students are expected to demonstrate respect for themselves, other members of the school community and the school environment. Our school believes in treating all people with respect and dignity. It is our duty to foster a safe environment within our school that supports innovative and creative practices.*

*Our strategy is grounded in the belief that the practices and behaviours of teachers and other adult staff at our school can, and do, influence student behaviours. The systems that constitute our strategy aim towards ensuring that staff practices include a range of approaches and are deliberately chosen in response to data based interpretations about the actual behaviours of students in the school. Our school is heavily committed to fostering and promoting good behaviour through the Virtues programme where students are encouraged to know what good behaviour is and how to explain how it is achieved.*

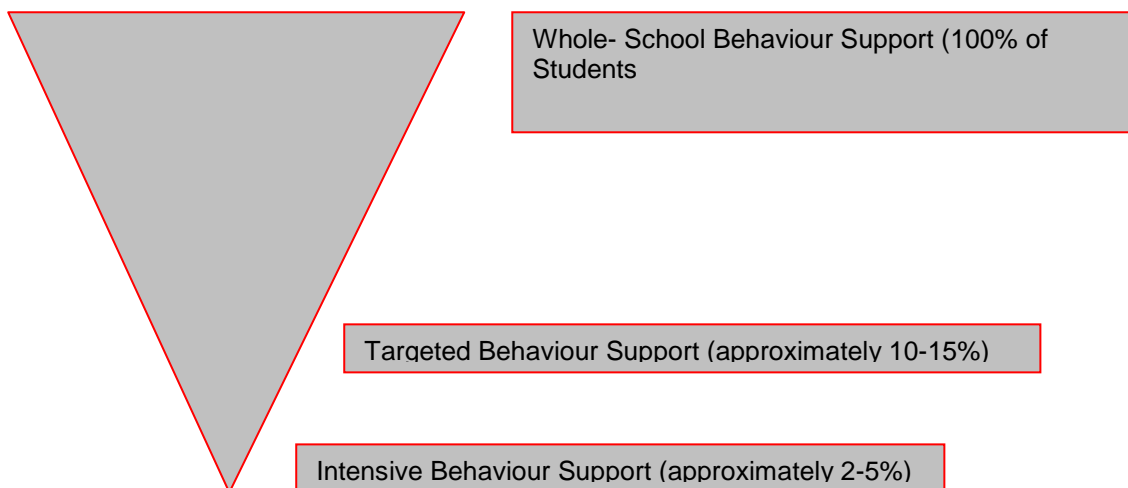
*There are five systems, as illustrated on the diagram below.*



\* SWPBS – School-Wide Positive Behaviour Support

\*\* SWIS – School-Wide Information System (SWPBS Data Collection)

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



## **Whole-school behaviour support**

*Our whole school approach provides a supportive learning environment through:*

- *open communication with the school community on **The Code of School Behaviour** and the school's **Responsible Behaviour Plan for Students***
- *shared school values and a positive, inclusive culture*
- *establishment of agreed programs and procedures that are known and understood by all members of the school community*
- *staff, student and parent access to professional development, education or training*
- *managing of incidents through clear and well-understood processes*
- *supporting students and building strong community relationships.*

A crucial component of *Silkwood State School's* whole school approach to positive behaviour support is the **Human Values in Education** program across all year levels. The **Human Values in Education** program was a direct response to very poor levels of student behaviour, attendance and academic performance in the school, and was developed through the **National Framework for Values Education**.

It is specifically designed to:

- develop a supportive and more productive school environment for all students and staff
- assist students to develop improved self-esteem through getting to know and understand themselves better
- assist students and the community to develop a more productive means to determine appropriate human responses to real-life situations.

The program is drawn from a framework anchored in the five core human values of love, peace, right conduct, non-violence and truth. There is strong agreement in the school that such a values program will have significant impact upon negative student behaviour as well as the development of greatly enhanced student self-esteem.

Staff have received Professional Development on the program, which is also promoted to the community through the school newsletter. The *Human Values in Education* program is embedded in the school's curriculum framework and is an integral part of the school's curriculum, ensuring that it is maintained and enhanced over time.

### Procedures For Upholding The Code Of School Behaviour and Responsible Behaviour Plan for Students

#### **Encouraging and maintaining positive behaviours**

Classroom rules and expectations:

- reflect the values of the wider school community
- embody the key messages and a common language
- recognise and focus on positive practices and behaviours
- are fair, clear and framed in a positive way
- are developed collaboratively with the class and continually revisited
- are modelled by staff
- are implemented in a consistent, fair and just manner.

#### **Teaching Expected Behaviours**

##### **Understanding Expectations Process**

The process for developing an understanding of the expected behaviours involves:

- working collaboratively with the whole school community

- modelling of expected behaviours by all staff at all times
- systematically teaching and reinforcing the expectations at the whole school level (assemblies, newsletters, special events etc) and at the classroom level (focussed lessons on relevant topics and using a common teaching framework along with incidental but focussed learning situations)
- all staff repeatedly re-teaching the expectations and correcting students as part of their everyday practice.

### **Systematic Teaching of Expectations across the Whole School**

- An integral facet of *Silkwood State School* is the explicit teaching of expected behaviours. The school expectations based on the Values Education Program are detailed across all school contexts within the Behaviour Expectations Program.

### **Teaching Framework**

A teaching framework has been developed to reinforce the Values behaviours and to ensure consistency of approach across the whole school. A series of lessons around the basic school rules “Be Safe”, “Be a Learner” and “Be Respectful” have been developed for the lower, middle and upper classes. Each lesson follows a ‘Define, Do and Discuss’ format which provides a clear and simple structure for teachers to implement either as a whole school and individual class planned program or on an incidental needs basis e.g. in the playground as situations arise.

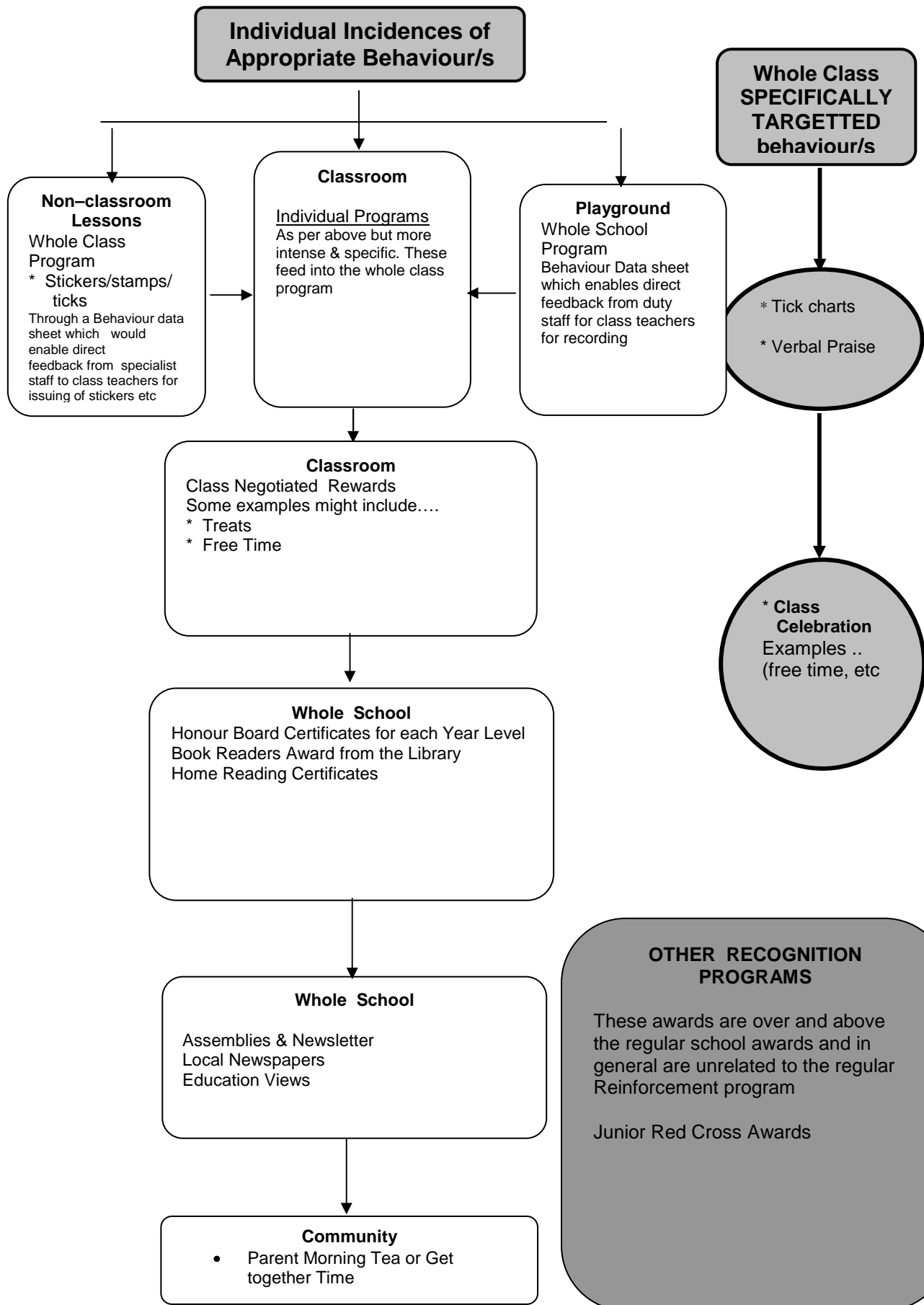
The lessons strive to

- (a) initially teach students:
- community and school values
  - rules and expectations
  - gestural cues and prompts
  - verbal cues and prompts
  - self-management strategies
- b) It is designed to give students visual, gestural and verbal clues and prompts during unstructured situations.

# SPECIFIC PROCEDURES FOR ENCOURAGING EXPECTED BEHAVIOURS



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## Targeted behaviour support

Due to the size of *Silkwood State School*, it is important to recognise that all staff are involved in the support of students who may need more targeted behaviour support. Contact is made between the students and the members of staff every day, in the playground, the classrooms and in the local community. Staff meetings are used to identify students who may require targeted support, and a team approach is used to formulate and record strategies for implementation. Parents/caregivers are involved in the support through the classroom teacher.

Strategies used for targeted behaviour support include:

- curriculum adjustment
- verbal and non-verbal
- increased attention
- communication with the school community
- added responsibilities.

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<b>Curriculum Adjustment</b>	Staff determine whether a student may need further support in curriculum related areas, and adjustments are made where necessary. This may involve: <ul style="list-style-type: none"> <li>• working with a teacher aide or learning support teacher</li> <li>• adjusted class work</li> <li>• working with a peer or older student.</li> </ul>
<b>Verbal</b>	Verbal reinforcement, used every day in both the classroom and playground, includes: <ul style="list-style-type: none"> <li>• specific reinforcement e.g. Thank you for sitting down.</li> <li>• Targeted direction giving.</li> </ul>
<b>Non-Verbal</b>	Non-verbal reinforcement, used every day in both the classroom and playground, includes: <ul style="list-style-type: none"> <li>• body language – smile, thumbs up</li> <li>• behaviour charts</li> <li>• privately understood signals</li> <li>• proximity to the child in terms of desk placement or where staff members are standing</li> <li>• awards.</li> </ul>
<b>Increased attention</b>	Students may require increased attention for either curriculum needs or to reinforce acceptable behaviour. This may occur through: <ul style="list-style-type: none"> <li>• One on one curriculum support with the teacher</li> <li>• Teacher aide support</li> <li>• Work with another member of school staff</li> <li>• Curriculum support through an older classmate.</li> </ul>
<b>Communication within the school community</b>	Communication with the parents/caregivers occurs through all stages of targeted behaviour support, and includes positive/encouraging letters or phone calls home.
<b>Added responsibilities - meaningful roles</b>	A child who is receiving targeted behaviour support may benefit from added responsibilities within the class or school. These responsibilities can include: <ul style="list-style-type: none"> <li>• Peer tutoring</li> <li>• Working with a younger or older classmate</li> <li>• Classroom jobs</li> <li>• School jobs.</li> </ul>



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### Intensive behaviour support

At *Silkwood State School*, all students who are considered to be “seriously at risk” of significant educational underachievement due to their inappropriate behaviours are supported using a proactive problem solving approach.

A functional analysis approach to assessing behavioural problems is adopted involving a systems approach which looks at the ‘whole’ child. It covers such areas as:

#### Case Management:

The case manager for each student who is identified as “seriously at risk” should be the class teacher. However a support team approach is adopted with staff working collaboratively. Students who are considered to be at risk and have experienced an array of severe management strategies, such as suspension or exclusion, should proceed through a systematic assessment procedure. This may include:

- collation of data which gives an overview of (a) problematic behaviours and (b) consequences implemented i.e. detentions, suspensions etc
- referral for discussion at the school special needs meeting (held weekly)
- referral to Guidance Officer for assessment and preliminary behavioural support
- referral to Advisory Visiting Teacher for Behaviour Support for consultation or support
- full team collaboration to undertake a functional behavioral assessment and develop an Individual Behaviour Support Plan.

Strategies used will be preventative, supportive and/or corrective.

**Preventative** – the action taken to prevent or minimise unnecessary disruption. This may include effective learning and teaching practices, classroom organisation, positive modelling and the use of appropriate content and curriculum material.

**Supportive** – the action taken to employ support for the student and teacher. This may mean strategies teachers put in place to assist students or it may mean additional support from other staff in the school for the teacher and student.

**Corrective** – the actions teachers take when disruptive behaviour occurs. This includes positive correction strategies outlined in the Individual Behaviour Support Plan.

All behaviour that is contrary to school and classroom procedures will be managed based on the individual/s involved. Parents of the child/children involved will be informed of major breaches of behaviour and consequences will be developed based on individual circumstances.



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## Consequences for unacceptable behaviour

Individual class or year level teachers will be primarily responsible for dealing with minor behaviours. Generally, school Special Needs committees and/or the school Administration Team will be responsible for responding to students who exhibit persistent unacceptable behaviour or extreme unacceptable behaviour. When applying consequences, they should be:

- Supportive
- Fair
- Logical
- Consistent.

### Supportive

Consequences are applied within the context of a proactive support system that focuses on prevention and instruction. An appropriate response for those students who breach The Code of School Behaviour and the school's Responsible Behaviour Plan for Students is *targeted* and/or *intensive behaviour support*. Students who display chronic problem behaviour are supported using a range of individual strategies and consequences, if necessary in the context of an individual behaviour support plan.

### Fair

When determining consequences for serious misbehaviour (which may lead to suspension or recommendation for exclusion) it is important that the principles of natural justice are followed— this means ensuring that the student is fully aware of the alleged behaviour; that they are given the right to respond to the accusations giving their side of the story; that the person making the decision about their alleged conduct does so only after hearing what the student has to say in their own defence and without prejudgement or bias against the student. When making a decision about a consequence, a student's age, cultural background, emotional well being and any other contextual factors should be taken into account. The consequence should be developmentally and culturally appropriate and sensitive to individual circumstances. Consideration should also be given to the student's past relevant disciplinary history. Where there is a choice of consequences and/or extenuating circumstances, the Principal is in the best position to make the final determination.

All consequences must be in accord with the *Education (General Provisions) Act 1989* and with the student behaviour policies of Education Queensland

### Logical

For consequences to be most effective, students must be able to see a connection between the behaviour and the resulting consequence. This type of consequence is termed a logical consequence. Logical consequences, for both positive and negative behaviours, should be applied consistently, calmly, firmly and without prejudice towards individual children.

The level of a student's behaviour should be assessed against a continuum from minor to major consequences. Staff and students must be aware of the progression of consequences for continued disruptive or dangerous behaviour.

### Consistent

A consistent approach to student behaviour should occur across the school. Consistent consequences should be applied so that they:

- provide the opportunity for all students to learn;
- ensure the safety of all staff and students; and
- assist students who exhibit challenging behaviours to accept responsibility for themselves and their actions.



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In 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.

### **Strategies to implement supportive, fair, logical and consistent consequences include:**

#### **1: Classroom Management**

The teacher responds to low level misbehaviour and classroom disturbance by ignoring inappropriate behaviour where possible, giving clear directions, reinforcing positive behaviour and using non verbal messages to alert or cue the student.

#### **2: Restatement, Rule Reminders**

The teacher adds a combination of the following strategies to address the student's behaviour: restatement of the rule, giving a specific direction, giving the student a choice eg to work/play appropriately or move to a different area/activity.

#### **3: Time Away/Time Out**

The student is sent to a different part of the current classroom, another classroom or a different area until the student is willing and able to comply. It is critical to support re-entry in a planned, solution focussed, non-punitive manner. Continual or serious disturbances may result in the student being referred to the Administration and parents/carers being notified.

#### **4: Teacher and Student Plan of Action**

If a student's behaviour continues to infringe upon the rights of others in the classroom and/or playground, a plan of action is developed by the teacher and student. Parents/carers are contacted. If additional support is required to implement the plan the teacher will make a referral to the school's Special Needs Committee.

#### **5: School Intervention and Recording of Student's Inappropriate Behaviour**

The student is referred to the Special Needs Committee and a Case Manager (usually the class teacher) will be appointed. The school provides counselling if required and makes genuine attempts to involve the student in the resolution of serious conflicts and problems that arise. To inform further planning and decision making processes, incidents of inappropriate behaviour are recorded in the school's Student Management System.

#### **6: External Assistance**

A functional behaviour assessment is completed in consultation with the relevant people such as parents/carers, teachers, the student, behaviour support specialists and relevant external agencies. This assessment is used to inform the development of an Individual Behaviour Support Plan.

#### **7: Monitoring and Review**

Monitoring and follow-up of the formal Individual Behaviour Support Plan may involve a series of case conferences with staff members, parents/caregivers, the classroom teacher, specialist personnel and external support agencies, as necessary.

In exceptional circumstances of serious and/or repeated unacceptable or dangerous behaviour the following procedures may be used.





### Step 8: Suspension Procedures

This is implemented in line with the Education Queensland policy *SM-16 Student Disciplinary Absences*.



### Step 9: Recommendation for Exclusion

This is implemented in line with the Education Queensland policy *SM-16 Student Disciplinary Absences*.



## The network of student support

The school is able to access support both within the Department of Education and the Arts and through the community. An outline of some of these include:



SCHOOL BASED SERVICES	DISTRICT & OTHER E.Q. SERVICES	COMMUNITY SERVICES
<ul style="list-style-type: none"> <li>▪ Guidance Officer</li> <li>▪ Special Education Teacher</li> </ul>	<ul style="list-style-type: none"> <li>▪ District Advisory Visiting Teacher for Behaviour Support</li> <li>▪ Senior Guidance Officers</li> <li>▪ Access to Behaviour Management Funding</li> <li>▪ Management of Young Children Program</li> </ul>	<ul style="list-style-type: none"> <li>▪ Department of Child Safety</li> <li>▪ Juvenile Aid Bureau</li> <li>▪ Police Liaison Officer</li> <li>▪ Qld Health Services (Nurse)</li> </ul>

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## Consideration of individual circumstances

*Silkwood 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, socioeconomic 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.





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### Related legislation

- *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 1995*
- *Workplace Health and Safety Regulation 1997*
- *Freedom of Information Act 1992*
- *Transport Operations (Passenger Transport) Regulation 2005*

### Related policies

- SMS – PR-021: Safe, Supportive and Disciplined School Environment
- CRP – PR – 009: Inclusive Education
- SMS – PR – 022: Student Dress Code
- SMS – PR – 012: Student Protection
- SMS – PR – 018: Information Sharing under Child Protection Act 1999
- SMS – PR – 008: Family Law Matters Affecting State Educational Institutions
- SMS – PR – 019: Mature Age Students
- SMS – PR – 017: Enforcement of Compulsory Education Provisions
- SMS – PR – 031: Flexible Arrangements
- SCM – PR – 005: School Security
- SCM – PR – 006: Hostile People on School Premises, Wilful Disturbance and Trespass
- HLS – PR – 012: Curriculum Activity Risk Management
- GVR – PR – 001: Police Interviews and Police or Staff Searches at State Educational Institutions
- CPR – PR – 005: Drug Education and Intervention in Schools
- HLS – PR – 009: Administration of Routine and Emergency Medication and Management of Health Conditions
- CMR – PR – 001: Complaints Management
- LGS – PR – 002: Freedom of Information
- SMS – PR – 001: Publishing Student and Staff Information on School Web Sites
- IFM – PR – 004: Managing Electronic Identities
- SCM – PR – 003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- SMS – PR – 024: Internet – Student Usage
- SDV – PR – 001: Employees Professional Development
- The Code of Conduct





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### Some related resources

- National Safe Schools Framework ([ncab.nssfbestpractice.org.au/resources/resources.shtml](http://ncab.nssfbestpractice.org.au/resources/resources.shtml))
- National Framework for Values Education in Australian Schools ([www.valueseducation.edu.au](http://www.valueseducation.edu.au))
- National Framework for Values Education in Australian Schools – Queensland ([www.education.qld.gov.au/curriculum/values/](http://www.education.qld.gov.au/curriculum/values/))
- Bullying. No Way! ([www.bullyingnoway.com.au](http://www.bullyingnoway.com.au))
- Mind Matters ([www.curriculum.edu.au/mindmatters](http://www.curriculum.edu.au/mindmatters))
- School Wide Positive Behaviour Support ([www.learningplace.com.au/deliver/content.asp?pid=24668](http://www.learningplace.com.au/deliver/content.asp?pid=24668))
- Code of Conduct for School Students Travelling on Buses (<http://www.transport.qld.gov.au/qt/PubTrans.nsf/index/cochome>)

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Principal

P&C President or  
Chair, School Council

Regional Executive Director or  
Executive Director (Schools)