Silkwood State School

Responsible Behaviour Plan for Students
Based on: The Code of School Behaviour

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

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

2. Consultation and data review
This plan was developed in collaboration with our school community through broad consultation with parents, staff and students. A review of the plan was undertaken in 2013 and again in 2016. The reviewed plan was endorsed by the Principal, the President of the P&C and the Assistant Regional Director (Schools) in November 2017, and will be reviewed in 2020 as required in legislation.

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

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

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

- Be Safe
- Be a Learner
- Be Respectful

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

Our whole-school approach is based around the Silkwood Behaviour Expectations Matrix (Appendix A) which has 3 foundations referred to in our school as the Silkwood State School Vision. These are:

- BE SAFE
- BE RESPECTFUL
- BE A LEARNER
The framework draws elements from the Student Code of Behaviour and forms the basis for the following whole-school strategies.

These expectations are communicated to students via a number of strategies including:
- Lessons on expected behaviours conducted by classroom teachers
- Reinforcement of learning from these lessons on school assemblies and during active supervision by staff during classroom and non-classroom activities.

**Reinforcing Expected School Behaviour**

Communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff.

Positive behaviour at Silkwood State School is acknowledged by:
- Honour Boards
- Classroom rewards systems – Silkwood Stars - Yellow
- Playground rewards systems – Silkwood Stars - Red
- Verbal acknowledgement of the positive behaviour
- Participation in excursions.

**Responding to Unacceptable Behaviour**

At Silkwood State School we believe that intervention is effective when it treats the challenging behaviour and is logically related to the function of the behaviour. Explicitly teaching replacement behaviour which serves the same function as the problem behaviour is the first step in intervention.

**Redirecting Low-Level and Infrequent Problem Behaviour**

When students exhibit low-level and infrequent behaviour, the first response of school staff members is to remind the students of the expected school behaviour, and then ask them to change their behaviour so that it aligns with our school’s expectations. Staff members also respond to low-level misbehaviour by giving clear directions, coaching, reinforcing positive behaviour and using verbal and non-verbal messages to warn or cue students.

**Targeted behaviour support**

When the frequency of low-level behaviours increases, or when minor infringements move to more serious breaches of the school’s plan, the student’s learning and social success may be put at risk. In such circumstances staff members may implement one or more of the following targeted interventions:
- Explicit teaching of appropriate and replacement behaviours
- Use of reward/recognition programs to encourage on-task and appropriate behaviour
- Revisiting Silkwood’s Expectations Matrix with the student, goal setting and reinforcing positive indicators
- Contact with parents to develop a supportive and coordinated approach
- Monitoring the type and frequency of behaviour and keeping records
- Consulting with the school’s Guidance Officer and other support personnel to analyse the function and the form of the behaviour.

**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.

Silkwood State School promotes the use of interventions which approach problem behaviour from a functional perspective. This entails:
- A team-based approach involving all relevant stakeholders and the identified case manager (see below)
- A thorough assessment of what the student is attempting (given their current behavioural skill set) to gain/avoid from using inappropriate behaviour.
- An agreed plan to help teach alternative behaviours, whilst modifying the known ‘triggers’ of the problem behaviour and any actions which are seen to be maintaining these behaviours.

**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/or have experienced frequent periods of suspension or exclusion, should be supported by 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 meetings
- Referral to Guidance Officer for assessment and preliminary behavioural support
- Collaboration to undertake a functional behavioural assessment and develop an Individual Behaviour Support Plan. This support plan will outline the following components:

**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 particular circumstances of each context. Parents of the child/children involved will be informed of major breaches of behaviour and consequences will be developed based on these individual circumstances (see also section 8: Consideration of Individual Circumstances)

While unacceptable behaviours are categorised into levels, it is important to note that this level refers to the behaviour the student is using and not to the student per se. The language of acknowledgement and correction that is used with our students will adhere to this principle.

**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 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 Silkwood State School’s duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student’s path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:
- 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 (online through OneSchool)
- Health and Safety Incident Report (online through MyHR WHS)

### 6. Consequences for unacceptable behaviour
Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour as outlined in Appendix A.

**Behaviour Levels**
When responding to problem behaviour, staff members first determine the category of the behaviour with the following agreed understanding:
- Level 1 and 2 problem behaviour is handled by staff members at the time it happens.
- Level 3 problem behaviour is investigated by the staff member, a “Yellow Slip” issued, and the student referred to the Administration team.
- Level 4 and 5 problem behaviour is referred directly to the Administration team.

Appendix B outlines the school’s procedures for responding to emergency and critical incidents.

### 7. Network of student support
The school is able to access support both within the Department of Education and Training (DETE) and through the community. An outline of some of these includes:

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<tr>
<th>SCHOOL BASED SERVICES</th>
<th>CLUSTER/REGIONAL SERVICES</th>
<th>COMMUNITY SERVICES</th>
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<tbody>
<tr>
<td>Guidance Officer</td>
<td>Guidance Officer</td>
<td>Department of Child Safety</td>
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<tr>
<td>Special Education Teacher</td>
<td>Senior Guidance Officers</td>
<td>Juvenile Aid Bureau</td>
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<td>Access to Behaviour</td>
<td>Police Liaison Officer</td>
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<td>Management Funding</td>
<td>Qld Health Services</td>
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<td>Management of Young</td>
<td>(Nurse)</td>
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<td>Children Program</td>
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### 8. 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.
9. **Related legislation**

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. **Related policies**

- 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 Departments 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**

- Statement of Expectations for a Disciplined School Environment
- Bullying. No Way!
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses.
- Safe Schools Hub
- National Safe Schools Framework
- Essential Skills for Classroom Management - Resources
- Better Behaviour, Better Learning – PD Suite

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Principal

P&C President or Chair, School Council

Assistant Regional Director (Schools)

Date effective: 30/11/2017
Effective from: November 2017 to November 2020