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

1. Purpose

Kulpi State School is committed to providing a safe, supportive and disciplined school environment where academic and social learning outcomes are maximised for all students. We believe this is achieved through the delivery of a high quality curriculum, strong interpersonal relationships, and proactive school practices that are grounded in our school wide positive behaviour focus.

This document sets out how we will establish and maintain a supportive school environment so that all students can achieve their best.

2. Consultation and data review

The initial Kulpi Responsible Behaviour Plan for Students resulted in a list of expectations called "The Kulpi Way". In April 2014, members of the school community, including parents, discussed the values that should be identified as core values and explicitly taught to students.

It was agreed that **Learning, Safety, Respect** and **Responsibility** would be the four core values for Kulpi State School, and an Expectations Matrix was developed by staff. Further discussion with parents and community members around areas such as class behaviour walls, rewards and consequences led to the updating of this Responsible Behaviour Plan.

3. Learning and behaviour statement

Our Responsible Behaviour Plan is based on Education Queensland's Code of School Behaviour and the shared beliefs of our school community. The school motto "Only Our Best is Good Enough" applies not only to all teaching and learning areas but to the behaviour choices that students make.

To enable productive learning to occur, we believe different learning styles and abilities must be catered for and appropriate behaviour needs to be taught, modelled, encouraged and developed. To facilitate this, students need to know and understand the school values, and the behavioural expectations that are developed from these. The Expectations Matrix is displayed in many places around the school, both inside and outside, so that it can be used by all staff to promote consistency of appropriate behaviour. Classroom lessons which explicitly teach behavioural expectations and complement our student Learning and Well-being Framework, and Parent and Community Engagement framework are delivered weekly. (Appendix Two)

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

Be a Learner
Be Safe
Be Respectful
Be Responsible

Expectations Matrix At Kulpi State School we value Learning Safety Respect Responsibility				
Expectations	**Specific Behaviours Across Settings**			
	Everywhere	In the Classroom	Outside	Toilets
Be a Learner	Be a listener Be the best participant that I can be Be on time Ask for help	Be organised Participate fully Listen to others when they speak	Learn new games and activities Develop social skills	
Be Safe	Keep hands and feet to myself Walk on concrete Stay in the school grounds Leave toys at home	Sit safely Walk inside Use equipment as intended Carry equipment safely	Wear shoes and hat Sit while eating Use equipment as intended	One person one cubicle Wash hands with soap Use toilet and paper as intended
Be Respectful	Use kind words and actions Use hello, goodbye, please, thank you Listen to the speaker Wait my turn Give others personal space Walk quietly through school Follow adult instruction	Use inside voice Share equipment/take turns Show whole body listening Play by the rules of the game Be a 'good sport'	Invite others to join in Keep left on the stairs Walk up and down stairs	Flush toilet Replace empty toilet roll
Be Responsible	Ask permission before leaving group / class Tell the truth Return property to where it belongs Put rubbish in bin	Keep workspace tidy Have equipment ready Follow timetable / daily schedule Use ICTs as directed	Look after equipment and own belongings Take responsibility for my behaviour choices Care for others	Turn off taps Keep space clean Straight there straight back

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

Universal behaviour support

The first step in facilitating high standards of positive behaviour is communicating those standards to *all* students. At Kulpi State School we emphasize the importance of explicitly teaching students the behaviours that we want them to demonstrate at school.

We believe it is important that students are provided with

- An attractive and well maintained campus.
- Staff who work collaboratively with parents/caregivers to respond to and support students' needs and strengths.
- A relevant, balanced and engaging curriculum.

Reinforcement of expected school behaviour occurs through positive rewards which include:

- Individual teacher rewards. Each student has a Rewards Book where they can place stickers or 'gotcha's' from teachers. Teachers may also write comments in these books.
- 'Gotcha's' which identify the school value displayed in the students behaviour. These Gotcha's are glued into the student's exercise books. The accumulation of 5 Gotcha's allows a student to choose a reward from the Reward Menu displayed in each classroom
- Whole school rewards such as Student of the Week with an accompanying certificate, and recognition of this achievement in the school newsletter. The Student of the Week has their name displayed on a noticeboard with a description of the behaviours which led to their award. Staff may also award certificates as a reward for other positive efforts and behaviours.

Targeted behaviour support

Intervention and support will be required by a small number of students who, from time to time do not co-operate with staff and do not interact appropriately with their peers. The level of behaviour support depends upon the nature and frequency of the problem. Examples of intervention include referral to support specialists (Guidance Officer), Individual Behaviour Plans, accessing Education Queensland approved approaches to addressing bullying, including cyber bullying and recording of both positive and negative behaviours on One School for the purpose of tracking student progress.

The classrooms each have a wall display which describes a continuum of behaviour, so that students have a visual representation of where their behaviour choices will lead- to either positive rewards or negative consequences.

Intensive behaviour support

Kulpi State School is committed to educating all students. We recognise that students with complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents/caregivers and other relevant staff/specialist staff. The Principal will guide this process and work with other staff members to develop appropriate behaviour expectations and strategies, monitor the impact of support for individual students through data collection on One School, provide consistent

strategies and adjustments outlined within an Individual Learning Plan and focus on achieving continuity and consistency.

The following supports may be put into place in an Individual behaviour Plan:

- Further counselling with the school's visiting Guidance Officer
- Accessing the Regional Behaviour Support Coach
- Modified timetable or attendance
- Teacher-aide support through school or cluster behaviour funding
- A recommendation to parents to access outside agencies such as their General Practitioner.

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 unacceptable behaviour. This consistency ensures that actions taken are responsive to the safety and wellbeing of students and staff.

Emergency responses or critical incidents involving seriously dangerous/unsafe behaviour will use emergency responses such as evacuation, and lock downs.

Basic defusing strategies include:

- Avoid escalating the problem behaviour (e.g. shouting, cornering the student)
- Maintain calmness, respect and detachment (model the behaviour you want the student to adopt, choose your language carefully)
- Approach the student in a non-threatening manner (move slowly, keep a reasonable distance)
- Follow through (remind student of school expectations, acknowledge any positive changes they make)
- Debrief (help the student work out acceptable responses for future situations)

A flowchart of emergency responses is displayed in each classroom near the evacuation procedures.

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 Kulpi 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

- o verbal threats
- o 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. Staff should complete a Health and Safety Incident record

http://oneportal.deta.qld.gov.au/Services/HumanResources/OrganisationalHealth/Pages/MyHRWorkplaceHealthandSafety.aspx

6. Consequences for unacceptable behaviour

Kulpi State School makes systematic efforts to prevent problem behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, children experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

Minor and major behaviours

When responding to problem behaviour staff decide whether the behaviour is minor or major with the following agreed understanding:
- **Minor** problem behaviour is handled at the time of the incident
- **Major** problem behaviour is referred directly to the Principal

Minor behaviours are those that
- are minor breeches of the school's values and expectations.
- do not seriously harm others or cause you to suspect that a student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours

Minor problem behaviours may result in the following consequences
- a minor consequence logically connected to the problem behaviour , such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- students may be required to complete a letter home advising their parents/caregiver of their behaviour and subsequent consequences. A letter is sent home to parents/caregivers advising parents their child needed to have a 'Time Out' detention. (Appendix 1)
- a re-direction procedure. The staff member takes the student aside and:
    1. names the behaviour the student is displaying,
    2. asks student to name expected school behaviour,
    3. states and explains expected school behaviour
    4. gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:
- significantly violate the rights of others
- put others/self at risk of harm
- require the involvement of the Principal

Major behaviours result in an immediate referral to the Principal because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member contacts the Principal advising of the behaviour incident.

Consequences for major behaviours may include:
- Time in office
- Removal from class and play routine
- Alternate programs
- Loss of privileges including withdrawal from excursions, school activities and special events. Duration of loss is at the discretion of the Principal and will be determined by the behaviours.
- Restitution
- Referral to Guidance Officer
- Suspension

The Principal may implement exclusion or suspension procedures in the case of repeated major behaviours.

7. Network of student support

Students at Kulpi State School are supported through positive reinforcement and a system of universal, targeted and intensive behaviour support by:
- Parents
- Teachers
- Support Staff
- Guidance Officer
- Advisory Visiting Teachers
- Local Police Officer

Support is also available through the following government and community agencies:
- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Dept. of Communities (Child Safety Services)
- Police
- Local Council

8. Consideration of individual circumstances

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 the school community members are considered at all times. Kulpi State School considers the individual circumstances of students when applying support and consequences by
- Promoting an environment which is responsive to the diverse needs of the students

- Establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- Recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- Recognising the rights of all students to:
    - Express opinions in an appropriate manner and at an appropriate time
    - Work and learn in a safe environment regardless of their age, gender, disability, cultural background, socioeconomic situation and
    - Receive adjustments appropriate to their learning and/or impairment needs

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 Act 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies

- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
- SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools
- SMS-PR-022: Student Dress Code
- SMS-PR-012: Student Protection
- SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
- GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
- ICT-PR-004: Using the Department's Corporate ICT Network
- IFM-PR-010: Managing Electronic Identities and Identity Management
- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Policy statement: Curriculum provision to students with diverse learning needs
- Policy statement: Curriculum provision to students with disability
- Policy statement: Curriculum provision to gifted and talented students

11. Some related resources

- Bullying. No Way!
- Code of Conduct for School Students Travelling on Buses

Endorsement

_____   _____   _____

Principal   **P&C President or**   **Regional Executive Director or**
                     Chair, School Council   **Executive Director (Schools)**

Date effective:

from 1st June 2014 to 1st June 2017.

Appendix 1

Date: ………………………….

Dear: …………………………

Today ………………………………. was placed on Time Out.

Time Out is one of the consequences in managing children's behaviour at our school. Time Out is the loss of their break/free time during lunch period or morning tea. During Time Out students are asked to write a letter to their parents or caregivers describing their behaviour choices which led to the loss of play time.

For the benefit of all children in our school we need to ensure that students demonstrate appropriate work and behaviour standards.

………………………………….. was placed on Time Out because

………………………………………………………………………………………

………………………………………………………………………………………

If you would like to discuss your child's inappropriate action/s, please contact the school to organise an appropriate meeting time. It would be appreciated if you could discuss this action/s with your child to promote responsible and appropriate behaviour in the future.

Thank you for your support and commitment to ensuring our school is a safe and positive environment for all children.
Yours faithfully,

Rosita Lever
Principal
Email: theprincipal@kulpss.eq.edu.au.

Confirmation of Receipt of Letter (please return to school)

Time Out letter for (student name) ……………………….……….

received (date)   …………………………………………………...

Signed: …………………………………………………………….

Name: ……………………………………………………………

Appendix Two

Lesson Overview Behaviour Expectations Matrix			
Term One: Be a Learner		**Term Two: Be Safe**	
Week 1	Introduction: our school values-Learning	Week 1	Keep hands and feet to myself
Week 2	Our school values-safety, respect and responsibility overview.	Week 2	Walk on concrete Walk inside
Week 3	Be the best participant that I can be Participate fully	Week 3	Stay in the school grounds
Week 4	Be on time	Week 4	Leave toys at home
Week 5	Ask for help	Week 5	Sit safely
Week 6	Learn new games and activities	Week 6	Use equipment as intended Carry equipment safely
Week 7	Be organised	Week 7	Wear shoes and hat
Week 8	Develop social skills	Week 8	Sit while eating
Week 9	Be a listener Listen to others when they speak	Week 9	One person one cubicle Wash hands with soap Use toilet and paper as intended
Week 10	Review and celebration	Week 10	Review and celebration
Term Three: Be Respectful		**Term Four: Be Responsible**	
Week 1	Use kind words and actions	Week 1	Ask permission before leaving group / class Straight there straight back
Week 2	Use hello, goodbye, please, thank you	Week 2	Tell the truth
Week 3	Listen to the speaker ,Wait my turn Show whole body listening	Week 3	Return property to where it belongs Keep workspace tidy Keep space clean
Week 4	Give others personal space	Week 4	Put rubbish in bin Turn off taps
Week 5	Walk quietly through school, Use inside voice	Week 5	Have equipment ready Look after equipment and own belongings
Week 6	Follow adult instruction	Week 6	Follow timetable / daily schedule
Week 7	Share equipment/take turns	Week 7	Use ICTs as directed
Week 8	Play by the rules of the game Be a 'good sport' Invite others to join in	Week 8	Take responsibility for my behaviour choices
Week 9	Keep left on the stairs	Week 9	Care for others

	Walk up and down stairs		
Week 10	Flush toilet Replace empty toilet roll	Week 10	Review and celebration