



# Kowanyama State School

## Responsible Behaviour Plan for Students 2019



# The Code of School Behaviour

Respect Learning

Respect Community

Respect Culture



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## 1. Purpose

Kowanyama 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. The code of behaviour is based upon shared values and beliefs of the Kowanyama State School Community and was developed alongside the plan for Positive Behaviour Learning (PBL), which includes the following:

- **Respect Learning** Being true to yourself, your school and others, and respecting the learning needs of all students by doing the right thing at all times.
- **Respect Community** Taking pride in yourself, your school, your home and the community as a whole. Being safe towards yourself, other students, staff members, visitors, equipment, environment and surroundings.
- **Respect Culture** Taking pride in where you come from, who you are, your families, your land and your traditions. Respecting Elders and teachers within the school and community

## 2. Consultation and data review

Kowanyama State School developed this plan in collaboration with our school community.

Consultation with parents, staff and students regarding school wide expectations for positive learning behaviours and procedures necessary to support these was conducted throughout 2018 as part of the school's implementation of the Positive Behaviour Learning (PBL) framework.

The plan was endorsed by the Principal and Kowanyama State School PBL Committee and Kowanyama Community Justice Group and Council in March, 2018.

## 3. Learning and behaviour statement

All areas of Kowanyama 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. We have developed a continuum of positive behaviour support for all students within the school.

Through our Responsible Behaviour Plan, the shared expectations for student behaviour are visible to everyone who works or visits the school. This assists Kowanyama 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.

## **Learning is maximised when students feel safe and respected.**

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

Kowanyama State School has developed an approach to managing behaviour using the Positive Behaviour Learning (PBL) framework. Communicating Behavioural Expectations:

The first step in facilitating standards of positive behaviour is communicating those standards to all students. In order to clarify the behaviours we wish to see our students using, we have developed the Matrix of Expectations (see below). This details what each of our three school-wide expectations looks like or sounds like in specific settings. Some of these behaviours apply to all settings, whereas others may be more specific to a particular routine or area.

This approach involves implementing best-practice supportive strategies at a whole school, targeted and intensive level, which will be outlined in detail below. Our progress with implementation is overseen by a representative PBL Leadership Team composed of administrators, classroom teachers, specialist staff and community representatives who meet weekly.

Staff are supported in their use of best-practice strategies for managing behaviour in a number of ways, including (but not restricted to) the following:

- Feedback from the PBL Leadership Team on identified actions/future directions
- Utilisation of Classroom Profiling as a tool for reflective practice
- Coaching support from the school Administration Team
- Professional development opportunities at staff meetings and student free days (eg. unpacking the Essential Skills for Classroom Management package)
- A relevant induction program for new and relieving staff
- The PBL team meets weekly to analyse data (office referrals, anecdotal observations, records of minor behaviour), action policies, and procedures and implement positive strategies.
- The team decides on the next school-wide focus (Focus of the Week (FOTW)), using the data and the Schoolwide Matrix of Expectations and Values.
- Teachers explicitly teach the focus in their classes on Monday.
- The Head of Behaviour will announce the FOTW on parade, Monday morning.
- Posters illustrating the FOTW behaviours will be displayed in classrooms and common areas.
- Students are provided with opportunities throughout every school day to practise and receive feedback on their use of the behavioural skills taught in the focus lessons.
- Teachers use our Schoolwide Matrix of Expectations and Values to explicitly teach and model specific behaviours and the FOTW (see below).



# Our Expectations and Values at Kowanyama State School



	ALL SETTINGS	ALL TEACHING AREAS	OUTSIDE PLAY AREAS	WALKWAYS AND STAIRWAYS	EATING AREAS AND TIMES	TOILETS
Respect Learning	<p>Right Place , Right Time</p> <p>Listen to and follow instructions</p> <p>Walk and talk politely</p> <p>Keep hands, feet and objects to yourself.</p> <p>Do your best and have a go!</p>	<p>Raise your hand and use manners to ask a question</p> <p>Get permission to leave the room</p> <p>Provide help to others in the classroom</p> <p>Be on-task and attempt work</p>	<p>Line up for class on time</p> <p>Stop play at first bell</p> <p>Help others to learn the rules of games</p> <p>Return to class promptly</p>	<p>Use quiet voices when moving past classrooms</p> <p>Knock before entering the room</p> <p>Walk quietly – so others can continue learning in classrooms</p>	<p>Eat quickly and quietly in class.</p>	<p>Use toilets at first bell</p> <p>No lingering or playing in the toilets</p>
Respect Community	<p>Keep school grounds tidy and clean – graffiti free</p> <p>Listen and follow instructions from all staff members</p> <p>Look out for others by reporting problems</p> <p>Keep hands, feet and objects to yourself.</p> <p>Walk and talk politely</p>	<p>Quiet voices during learning time</p> <p>Enter and leave rooms quietly in orderly manner</p> <p>Look after learning resources</p> <p>Use equipment properly</p>	<p>Play games that are safe for all players and follow the rules</p> <p>Stay in safe areas</p> <p>Play in the correct area</p> <p>Play fair</p> <p>Take turns</p>	<p>Watch out for others when walking</p> <p>Walk safely</p>	<p>Put rubbish in the bin and take bins out at the end of the day</p> <p>Eat and drink healthy</p> <p>Clean up areas</p>	<p>Wash hands after using the toilet</p> <p>Flush and leave the toilets tidy for others</p> <p>No germs on me</p>
Respect Culture	<p>Listen to and follow instructions from all staff members</p> <p>Respect other’s personal space and property</p> <p>Respect and appreciate our cultural beliefs</p> <p>Walk and talk politely</p> <p>Right Place, Right Time</p>	<p>Sit down and listen</p> <p>Talk at the appropriate volume</p> <p>Gain the teacher’s attention in a polite way.</p> <p>Listen to your Community Elders when they visit your classroom</p>	<p>Include others in games</p> <p>Be fair and friendly</p> <p>Look after kids that are younger than you</p>	<p>Be a good role model - show the younger kids how to walk safely</p>	<p>Respect the land by picking up the rubbish</p> <p>Sit down while eating</p> <p>Eat your food</p>	<p>Use the correct toilets (Upper and Lower)</p> <p>Use toilet paper appropriately</p> <p>Leave toilets when finished</p>

## Recognising and Reinforcing Positive Behaviours

A crucial component of Positive Behaviour for Learning is the acknowledgment and reinforcement of students' positive behaviours. The form that frequent and consistent acknowledgement takes will vary from classroom to classroom, although all staff will ensure that this is age appropriate and is achievable for all students. Kowanyama State School also has a number of school-wide strategies to ensure students are acknowledged for their efforts and behaviour both individually and as a cohort. Strategies used at Kowanyama State School include:

FREQUENCY	STRATEGY
All day, every day	Staff behaviour is consistent, firm and fair, in order to facilitate positive relationships
	Step and Star Chart – frequent and consistent
	Positive messages: communicated home via happy postcards, home visits or phone calls
	Descriptive encouragers and non-verbal feedback on behaviour and learning
	I'm a Star tickets, good work tickets
	Stickers and incentive charts
Weekly	Student of the Week awards
	Head of Behaviour – Behaviour Star of the Week
	Principal/Assembly Awards – Principal Award
	Positive feedback given at school assemblies.
Each term	Whole School Fun Afternoon and best behaving class party linked to I'm a Star tickets
Long Term	Semester report card. Class Student of the Year Award

### **School Wide Positive Behaviour:**

The PBL Framework we implement at Kowanyama State School comprises 7 essential components:

1. **Principal Endorsement** – the Principal participates and leads this process to guide decision making and problem solving.
2. **A Common Purpose and Approach to Discipline** – a behaviour team has been established and a statement of purpose has been developed.
3. **Expectation System** – the development of our expectations for Positive Behaviour based around our motto of Respect Learning, Respect Community and Respect Culture, so students understand the expectations around behaviour.
4. **Teaching System** – formal teaching of expectations so students understand and continue to develop knowledge of the expectation system.
5. **Reinforcement System** – continuum of procedures for encouraging expected behaviours.
6. **Problem Behaviour Response System** – continuum of procedures for discouraging inappropriate behaviours, defining of problem behaviour and consequences.
7. **SWPBS Implementation System** – procedures for ongoing monitoring and evaluation of SWPBS effectiveness.

These 7 components are underlined by a Data System which informs us of behaviour and rewards, and a Communication System for staff, parents and students.

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Kowanyama State School, we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support. These expectations are communicated to students via a number of strategies, including:

- Whole School Rules (see below) – same language being used, consistency and fairness

- Explicit Behaviour lessons conducted by classroom teachers
- A reward system which reinforces positive behaviour
- Reinforcement of learning from behaviour lessons on School Assemblies and during classes.
- Focus Behaviour of the Week – School-wide, explicitly taught, posters displayed
- Step and Star Chart - whole school behaviour chart – all teachers and staff using the same language around behaviour to provide consistent, fair and strong approaches to behaviour (see below)

Our teachers use ***proactive behaviour management strategies*** to support the PBL Plan by:

- Establishing, displaying and explicitly teaching *whole school rules and classroom rules* which are stated in the positive.
- Within the classroom, using the *Whole School Rules*, *Focus of the Week (FOTW)* posters and *Whole School Behaviour Chart* to teach and positively reinforce students' behaviour.
- Building *rappor*t by listening and talking with students in and outside the classroom, respecting their individuality and providing opportunities for students to contribute within the curriculum framework.
- Establishing a *positive physical environment* by encouraging students to appreciate their physical environment through praise and the displaying and rotating of student work.
- Upholding the *School Improvement Agenda* of quality teaching, improving Literacy and Numeracy outcomes, implementing the PBL Plan and improving the school culture.
- *Stimulating learning tasks* are prepared by the teacher, which are interesting and engaging. Teachers use the teaching framework of Explicit Teaching and cater for all members of the class through individual tracking, data collection and analysis.
- Using *positive language* and speaking calmly, politely and respectfully, using short, clear instructions. Redirections comprise what to do rather than what not to do.
- Anticipating and planning for difficult situations by using time out areas, informing Head of Behaviour, DP or Principal about concerns.
- Reinforcing appropriate behaviour by using the "I'm a Star" tickets, Student of the Week, positive acknowledgment, positive home visits and more to reward students for good behaviour.



## Rules

1. Right Place, Right Time.
2. Listen to and follow instructions.
3. Walk and talk politely.
4. Keep hands, feet and objects to yourself.
5. Do your best and have a go!!



## Kowanyama Step and Star Chart

*"Are you stepping or starring today?"*

Star 3 ★★ ★	As a class, agree on the reward for reaching this level. You can even write it on the chart so that students are reminded at what is at the top. Eg. Happy Postcard and a prize from the prize box.
Star 2 ★★	
Star 1 ★	Use star 1, frequently and quickly, especially for the students who may struggle to get to the top. They are then having a little success and will hopefully strive for higher.
<b>Green Zone</b>	Everyone starts here, every day. Once returned from BR, student must restart here.
Warning/Rule Reminder	Remind students of the rule being broken. Direct student back on task.
Time-out	This should only be 5-10 minutes max. The focus is more on the student a break and chance to refocus and re-enter the learning space.
Behaviour Room (BR) + Teacher Home visit/Parent Contact	Send student to BR with Behaviour slip and TA. Teacher <u>MUST</u> follow up with a home visit/parent contact and record incident on One School, refer to appropriate people. 2 <sup>nd</sup> Referral in a day, student needs to be taken to lunchtime detention room.

3<sup>rd</sup> BR referral in a day, a member from Admin will complete a home visit/parent contact but the Classroom Teacher MUST also complete a home visit and check in with parents/family.

## 5. Correcting inappropriate behaviour

### Responding to Inappropriate Behaviour

When a student uses minor problem behaviour (see below for Sequence for Managing Student Behaviour), staff initially respond by using a 'least intrusive' approach. This means using the fewest number of words and keeping the contact with the student as brief as possible. Depending on the individual circumstances, staff may decide to:

- Tactically ignore (selectively attend to) the behaviour
- Use non-verbal signals or appropriate body language (i.e. simple proximity to the student)
- Use cueing with parallel acknowledgment to keep language positively framed
- Give warning and rule reminder (What are you doing? What should you be doing? What happens if you continue to behave inappropriately?)
- Apply consequences within classroom setting through time-out
- Send students to the Behaviour Room (BR) (Behaviour Referral Form below) if behaviour persists and is consistent. Teachers must use the Step and Star process before sending students to the BR.

If a student has reached Step 4, every day for 3 days then a suspension **may** occur. Duration will depend on severity of constant behaviour, age and ability of student. The final decision will be admin's discretion and professional judgment.

\*One slip per student



### Behaviour Room Referral Form

A 'Behaviour Room' referral is for **significant major** behaviour only (see behaviour sequence if unsure). The teacher making the referral **must** contact family by **home visit** or telephone regarding a referred incident **and** record on **One School**. **Blue slip=HV+OS** once completed place in HOB's pigeon hole for filing, thank you.

Teacher initials: \_\_\_\_\_ Date: \_\_\_/\_\_\_/2019 Time Sent: \_\_\_\_:\_\_\_\_ Student: \_\_\_\_\_

1. What has been tried:	2. Reason for referral:	3. Brief description of incident	4. Home visit
<input type="radio"/> Step and Star Chart <input type="radio"/> Positive Reinforcement <input type="radio"/> Parallel Acknowledgment <input type="radio"/> Rule reminder <input type="radio"/> Individual Close Talk <input type="radio"/> Warning/choice <input type="radio"/> Time-out <input type="radio"/> Detention	<input type="radio"/> Refusal to participate in activity of instruction (after multiple attempts to redirect/manage) <input type="radio"/> Physical misconduct <input type="radio"/> Property misconduct <input type="radio"/> Verbal misconduct <input type="radio"/> Left Class without Permission <input type="radio"/> Prohibited Item <input type="radio"/> Threats to adults <input type="radio"/> Other	Who: _____ Where: _____  What: _____ _____ _____ _____ _____ _____	Contact person: _____  Date: _____ _____ _____ _____ _____

Action taken (please fill in):

Recorded on OneSchool	Home visit	Y/N	Teacher Consequence	Detention given Y/N	Re-entry with student	Y/N
___/___/___			Other: _____		Time in: ____:____	Time out: ____:____

RESPECT LEARNING - RESPECT COMMUNITY - RESPECT CULTURE



# Kowanyama State School

## Sequence for Managing Student Behaviour



### 1. SCHOOL RULES

Clearly displayed in class and referred to often. Clear consequences (negative & positive)

### 2. Teacher Behaviour Management Strategies

Essential Skills for Classroom Management (ESCM's) & School Behaviour Chart. Other ideas include: Whole Class and/or Group Behaviour/Rewards systems/Praise

### 3. BEHAVIOUR MANAGEMENT PLAN/STRATEGIES

#### INAPPROPRIATE BEHAVIOUR – MINOR

Eg.

- Refusal to work or follow instructions
- Gammon fighting
- Teasing
- Swearing at other students
- Back chatting or mimicking teacher
- Minor stealing or minor damage to property
- Tantrums/anger
- Rude behaviour towards student
- Littering
- Graffiti
- Continued defiance
- Verbal misconduct towards a staff member
- Walking out of class

#### INAPPROPRIATE BEHAVIOUR – MAJOR

Send straight to BR/Admin with a BR slip

Eg.

- Violent behaviour
- Dangerous behaviour
- Bullying / Harassment
- Physical Aggression
- Serious misdemeanour (major theft/robbery; break & enter; dangerous behaviour involving weapons)
- Substance abuse
- Verbal aggression

#### INAPPROPRIATE BEHAVIOUR - MINOR

##### STEP 1

##### WARNING/RULE REMINDER

Remind students of the rule being broken. Direct student back on task.

##### STEP 2

##### TIMEOUT w/ VERBAL REDIRECTION

This should only be 5-10 minutes max. The focus is more on the student having a break and chance to refocus and re-enter the learning space.

1. What are you doing?
2. What should you be doing?
3. What happens if you do it again?

##### STEP 3

##### BEHAVIOUR ROOM

Send student to BR with Behaviour slip and TA. Teacher **MUST** follow up with a home visit/parent contact and record incident on One School, refer to Finn and Monica. 2<sup>nd</sup> referral equals detention room at lunch.

##### STEP 4

##### Repeat steps 1-3

When student returns to class, move student back to the green zone, IF behaviour continues repeat steps 1-3. If student is sent to the BR for the 3<sup>rd</sup> time in a day, a member from admin will make a parent contact/home visit. Teacher still needs to follow-up with a home visit.

##### STEP 5

If a student has reached step 4, 3 days in a row then a suspension may occur. Duration will depend on severity of constant behaviour, age and ability of student. Admins final decision.

#### POSITIVE BEHAVIOUR

Any positive behaviour achieving the school rules As well as, Eg.

- On-task, participating in learning
- Being a kind friend
- Raising hand in class

Star 1 Use this frequently and quickly especially with children who struggle to make it up the chart.

Star 2

Star 3 Positive recognition/reward determined by teacher and class

#### POSITIVE RECOGNITION

Eg. Home visit, Happy Postcard, Student of the Week

Enter into One School

## 6. Targeted Behaviour Support

There will be some students who, despite the procedures outlined above, will require extra support in meeting our expectations for positive behaviour.

Initial actions may include individualised support delivered by the classroom teacher. This may involve making modifications to teaching practice and curriculum delivery, an increased focus on building relationships and liaising with parents/carers. Teachers may consult with colleagues, administrators or assigned mentors/coaches at this stage. It is important for the teacher to document these initial interventions on OneSchool in order to:

- a) Collect data and progress
- b) To gauge when a referral for external support is required

Before intensive intervention can be done, the teacher needs to have been profiled by someone from the Profiling Team.

The Head of Behaviour may also put students on a Behaviour Card, in consultation with the classroom teacher. Students will then report back to the Head of Behaviour with their Behaviour Card either hourly or at the end of each day, depending on the individual child's needs.

Name: \_\_\_\_\_

### My Behaviour Card

Focus behaviour: \_\_\_\_\_



	Day 1: _____	Day 2: _____	Day 3: _____	Day 4: _____	Day 5: _____
<i>P<sub>1</sub> - 9-10am</i>					
<i>P<sub>1</sub> - 10-11am</i>					
<i>P<sub>2</sub> - 11.45-1pm</i>					
<i>P<sub>3</sub> - 1.45- 2.45pm</i>					
<i>Admin</i>					

*Respect Learning - Respect Community - Respect Culture*

## 7. Intensive Behaviour Support

This level of support is applicable if a student displays severe and challenging behaviours which puts themselves or others at risk of harm (eg. Serious acts of aggression towards peers and/or staff, persistent bullying, use of drugs) or presents with chronic behaviour which impedes their own learning and/or disrupts the learning of others.

In these circumstances, a Complex Case Management Team (CCSM) will be developed to formulate a specific Individual Support Plan (ISP). The ISP will be attached to the student's OneSchool record for reference purposes.

The minimal membership requirements for this CCSM would comprise:

- The student's Classroom Teacher
- Principal or Deputy Principal
- Guidance Officer
- Head of Behaviour
- The student's parent/carer

In many cases the team will also include individuals from outside agencies (eg. Practitioners in the Remote Area, Child and Youth and Mental Health Services, Apunipima).

The purpose of the ISP process will be to gather relevant information regarding when/where/with whom the problem behaviours are most and least likely to occur, and to determine which intervention will be most effective in helping the student to modify their pattern of behaviour. The care team will then meet as required to monitor the effectiveness of the intervention.

This extended support is sought when a student's behaviour continues to impede their learning and/or disrupt the learning of others, despite the measures put into place by their classroom teacher. This process involves making a formal referral to the **Student Support Services Committee**, comprised of the Guidance Officer, Learning Support Personnel, Administrative Representatives, the school's designated Students with Disabilities Teacher, classroom teachers and the Head of Behaviour.

The purpose of the Kowanyama State School Complex Case Management Team (CCSM) is to support individual students with significant support needs to maximise their personal and educational outcomes.

The Complex Case Management Team may consist of HOSES, HOD, Head of Behaviour, Guidance Officer, Deputy Principal, Social worker – CYMHS, representative – ACT for Kids (if applicable), and Student Attendance Officer. The CCSM team will meet on a weekly or fortnightly basis to coordinate the delivery of services to the students with significant support needs, and to monitor and track the students' progress in achieving to the best of their ability in developing positive learning outcomes, targeting engagement and behaviour.

Objectives of the Team:

- Establish students to be case managed – fitting the criteria listed below
- Coordination – supporting students with multiple support personnel and external agencies
- Develop support plans and action plans

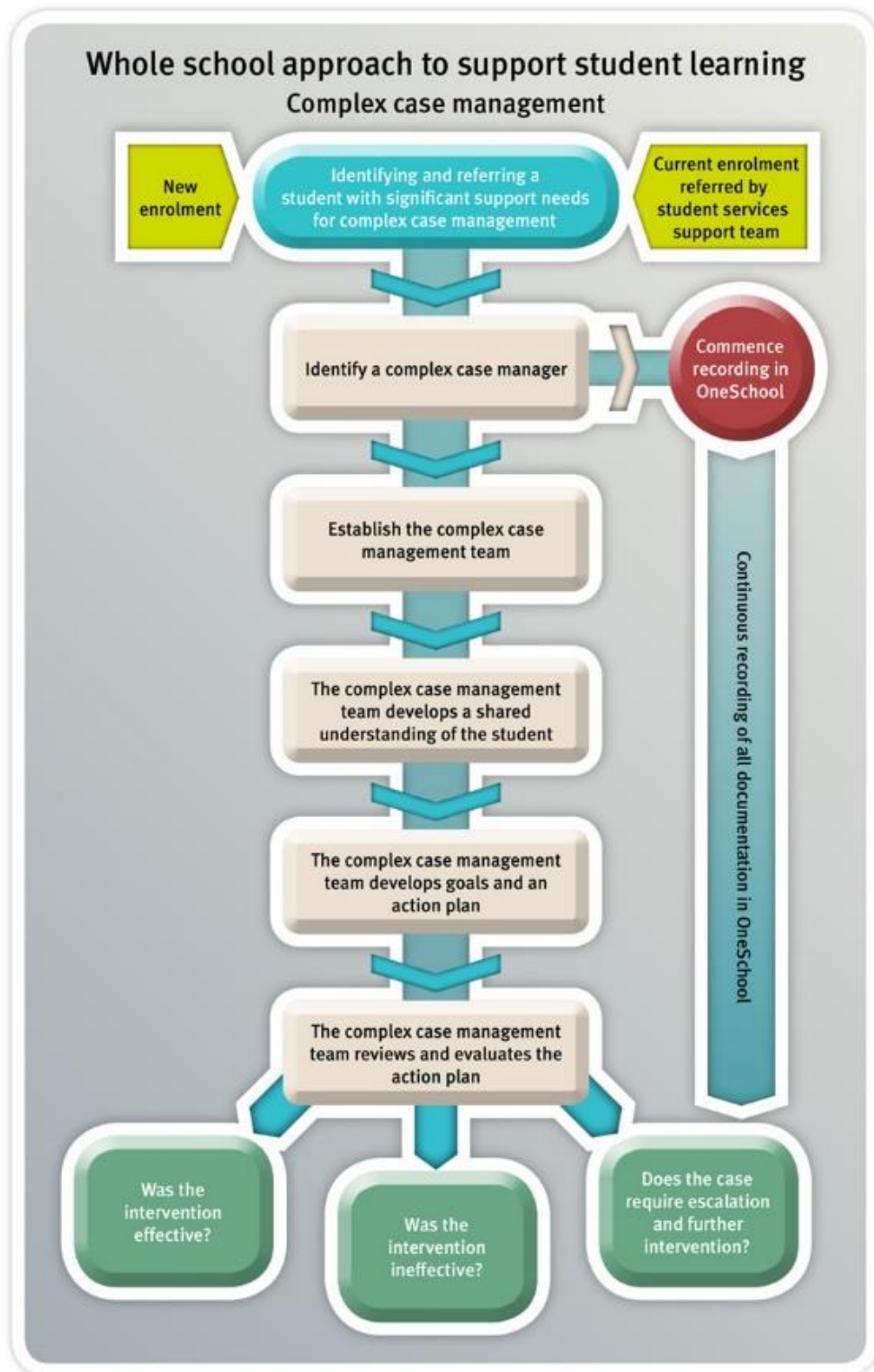
- Team members have their own case list – DP, Head of Behaviour, HOSES/HOD and GO to be case managers and, Social worker to have supporting role

Students can be referred to the Complex Case Management Team by the members of the Student Support Team and Administration team.

To be considered as a student with significant support needs who has the potential for serious disengagement from learning, a student referred to Complex Case Support & Management team needs to meet at least two the following criteria:

- Risk of harm to self or others
- Multiple major disciplinary incidents/absences due to lack of success from primary and secondary interventions targeted at improving behaviour and engagement
- At risk of exclusion/ has been excluded from previous school
- Significant social/emotional difficulties impacting on engagement
- Medical conditions impacting on engagement and/or behaviour
- At risk of entering the Youth Justice system
- In Out of Home Care
- Significant attendance barriers

Students for Complex Case Management will be prioritised through the complex case management flowchart to determine the risk for disengagement from learning.



In consultation with the referring teacher, external support may result in one of the following outcomes:

Classroom Environment	Student Centred
<p>Further modification to classroom practices (including curriculum adaptations)</p> <p>Supporting the teacher to implement modified/revised behaviour management strategies</p>	<p>Formal assessment</p> <p>Counselling support</p> <p>Small group support</p> <p>Individual learning</p> <p>Referral to external EQ services eg. Speech-Language Pathology</p> <p>Referral to external Health agency</p>

## 8. Consequences for unacceptable behaviour

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

It is also important to ensure that consequences provide opportunities to teach students more acceptable behaviours and reinforce the importance of being Ready to Learn.

### Minor and Major Behaviours

When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- **Minor** problem behaviour is handled by staff members at the time it happens
- **Major** problem behaviour is referred directly to the Head of Behaviour (HOB)

**Minor** behaviours are those that:

- are minor breaches of the school rules
- do not seriously harm others or cause one to suspect that the 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
- do not require involvement of specialist support staff or Administration

**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, Behaviour Room, restitution or detention for work completion.



**Major** behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of the Head of Behaviour and sometimes Principal

**Major** behaviours may result in an immediate referral to the Behaviour Room (based on severity of the behaviour). When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. Students will also do a reflection sheet before re-entering class.

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

1. **Classroom Management** – low level misbehaviour response is tactically ignoring, giving clear directions, reinforcing positive behaviour and using non-verbal messages to alert or cue the student.
2. **Restatement and Rule Reminders** – teacher can use restatement of the rule, giving a specific direction, giving the student a choice.
3. **Whole School Behaviour Chart** – focus on the positives, fair, consistent, consequences known and applied.
4. **Time Away/Time Out** – student is sent to a different part of the classroom or the Behaviour Room. Continued misbehaviour could result in the student being taken home by HOB or Admin.
5. **Restorative Justice** – students are encouraged to engage in dialogue that will result in amends being made and strategies that will negate or reduce the risk of re-occurrence.
6. **Student Detentions** – may result to address misbehaviour where considered appropriate.
7. **School Intervention and Recording of Student Behaviour** – the school will provide counselling if required through the Guidance Officer or recommendation to an outside agency to involve the student in the resolution of serious conflicts and problems that arise. Incident details will be recorded on OneSchool.
8. **External Assistance** – the Guidance Officer or Head of Behaviour may conduct a Functional Behaviour Assessment in consultation with relevant stakeholders such as parents/carers, teachers, the student and relevant external agencies. This assessment is used to inform the development of an Individual Behaviour Support Plan.
9. **Monitoring and Review** – of the Individual Behaviour Support Plan may involve a series of case conferences as necessary.
10. **Suspension Procedures** – this is implemented in line with the Education Queensland policy SM-16 Student Disciplinary Absences.

## 9. Emergency or Critical 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 way:*

Move slowly and deliberately towards 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 student's attention towards their usual 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 decisive 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 Kowanyama 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 behaviour

Physical intervention is not to be used as a response to:

- Property destruction

- School disruption
- Refusal to comply
- Verbal threats
- Leaving the classroom or 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, disability, understanding and gender of the student.

**Record keeping**

Each instance involving the use of physical intervention must be formally documented.

**10. Network of Student Support**

Kowanyama State School supports students through the development of a positive, supportive and disciplined environment. Within this environment, support is provided at a whole school, targeted, and intensive level by the following:

<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Parents and Carers</li> <li>• Support Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Administration Staff</li> <li>• Guidance Officer</li> <li>• Advisory Visiting Teachers</li> </ul>
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Support is also available through the following government and community agencies:

<ul style="list-style-type: none"> <li>• Child and Youth Mental Health</li> <li>• Apunipima</li> <li>• Queensland Health</li> <li>• Department of Communities</li> <li>• Kowanyama Sports and Rec Association</li> </ul>	<ul style="list-style-type: none"> <li>• Police</li> <li>• Local Council</li> <li>• RAATSICC</li> <li>• Be Well, Learn Well</li> <li>• Act for Kids</li> </ul>
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## 11. Consideration of Individual Circumstances

Kowanyama State School endorses the need for a flexible approach to managing behaviour which recognises the individual circumstances of students. In view of this, any required consequences for problem behaviour need to be fair and equitable, and therefore may vary according to a number of factors including:

- The age of the child
- The severity of the incident
- Amount of reliable evidence
- Degree of known provocation
- Perceived intent of action
- The child's emotional state

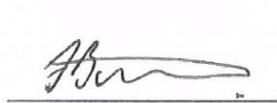
## 12. Related legislation

- [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 2011](#)
- [Workplace Health and Safety Regulation 2011](#)
- [Right to Information Act 2009](#)
- [Information Privacy \(IP\) Act 2009](#)

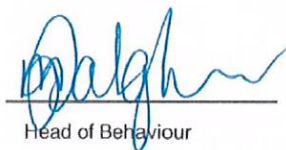
## 13. Some Related Resources

- [Essential Skills for Classroom Management](#)
- [Safe Supportive Disciplined School Environment](#)
- [Statement of Expectations for a Disciplined School Environment](#)
- [The Code of School Behaviour - Better Behaviour Better Learning](#)

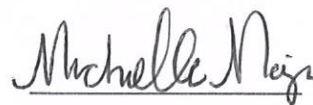
### Endorsement



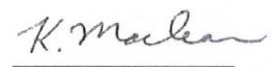
Principal



Head of Behaviour



Community Representative



Assistant Regional Director