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

1. Purpose
Birkdale South 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.

At Birkdale South our practises are aligned to our school vision, “Achievement Through Effort”. Our school's aim is to establish a productive and sustainable community partnership inclusive of all stakeholders – students, staff and families. Our plan focuses on developing a supportive school environment and responsible appropriate behaviour in all students.

Birkdale South Enrolment Agreement – Upon enrolment parents/caregivers are asked to consider the responsibilities of the students, themselves and the school and enter into an agreement to uphold joint expectations. Students from year 4 are expected also to sign and enter into this agreement.

2. Consultation and data review
Birkdale South State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held during Semester 1, 2012. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2009-2012 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Regional Executive Director in November 2012, and will be reviewed in 2016 as required in legislation.

3. Learning and behaviour statement
All areas of Birkdale South 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.

We believe effective learning will flourish in a safe and supportive environment that respects:

- The rights of all students to learn – free from disruption
- The rights of all teachers to teach – free from disruption
- The rights of all to be safe – free from physical, verbal or emotional abuse or threats
- The rights of all to be treated with respect and dignity.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Appropriate behaviour needs to be taught, modelled, encouraged and developed. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Birkdale South 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 (Poster copy Appendix 08 – 8A>8D each rule):

- Be safe
- Be responsible
- Be respectful
- Be a learner.

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

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Birkdale South 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 - a strategy directed towards all students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our four school rules. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

Birkdale South State School promotes students’ social and emotional skills through the “You Can Do It” Education Program. All teachers undertake a 30 minute “You Can Do It” Skills lesson each week. Research shows that students who participate in social and emotional learning programs display more classroom pro-social behaviour and less disruptive and aggressive behaviour.

<table>
<thead>
<tr>
<th>SCHOOLWIDE EXPECTATIONS TEACHING MATRIX</th>
<th>BE SAFE</th>
<th>BE RESPONSIBLE</th>
<th>BE RESPECTFUL</th>
<th>BE A LEARNER</th>
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</table>
| **ALL AREAS**                           | ● Follow directions  
● Use equipment appropriately  
● Keep hands, feet and objects to yourself  
● Mobile phones to presented to Admin before school and collected after school | ● Ask permission to leave the classroom  
● Be on time  
● Be in the right place at the right time | ● Respect others’ personal space and property  
● Care for equipment  
● Clean up after yourself  
● Use polite language  
● Wait your turn | ● Learn from example  
● Learn from mistakes  
● Demonstrate the keys to success – Confidence, Getting Along, Persistence, Organisation, Resilience |
| **CLASSROOMS**                          | ● Walk  
● Sit still  
● Enter and exit room in an orderly manner | ● Be prepared  
● Complete set tasks  
● Keep work space tidy  
● Be honest | ● Raise your hand to speak  
● Respect other’s right to learn  
● Talk in turns  
● Be a good listener | ● “Have a go”  
● Be ready to learn – disposition and equipment  
● Take an active role in the classroom  
● Be a risk taker  
● Always do your best |
| **ASSEMBLY / PARADE**                   | ● Walk slowly and carefully in line | ● Stay in your space  
● Appropriate singing / applause | ● Sit quietly  
● Eyes on speaker | ● Use your listening skills (whole body listening) |
| **PLAYGROUND**                         | ● Participate in school approved games  
● Wear shoes and socks at all times  
● Be sun safe, wear a broad brimmed hat | ● Be a problem solver  
● Return equipment to appropriate place at the bell  
● Report to an adult for help | ● Play fairly – take turns, invite others to join in and follow rules  
● Care for the environment | ● Reflect on past experience – Stop, think, make a good choice  
● Use the High Five |
### TOILETS
- Respect privacy of others
- Take a buddy
- Use toilets during breaks
- Flush the toilet
- Wash hands
- Walk in and around toilets
- Wait patiently
- Hygienic practices

### EATING AREAS
- Eat your own food
- Place lunchbox in appropriate place
- Sit down while eating
- Come prepared
- Keep area clean
- Practise good manners
- Speak politely
- Eat healthy food in a balanced diet
- Traffic light system

### CAR PARK & BIKE RACKS
- Use own bike/scooter only
- Walk bike/scooter to the gate
- Wait inside the school until parents arrive
- Wear a helmet
- No skateboards
- On arriving before 8:30am go to the covered area
- Leave school promptly
- Wait on the footpath in the car park
- Use crossings
- Walk on the footpath
- Consider motorists
- Look and listen
- Know bike rules and pedestrian rules

These expectations are communicate to students via a number of strategies, including:
- Copies of School Rules displayed in all classrooms (Appendix 01)
- Included in Enrolment Agreement
- Sent home at annual Parent/Teacher Evening
- Behaviour lessons conducted by classroom teachers
- Reinforcement of learning from Behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities
- All classes develop and display a Classroom Management Plan illustrating positive reinforcement and consequences (Appendix 02)

Our Plan includes a variety of proactive strategies linked to the “You Can Do It Program”. The emphasis is on encouraging and rewarding positive behaviours and realigning students who exhibit inappropriate behaviour.

Birkdale South State School implements the following proactive and preventative processes and strategies to support student behaviour:
- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Behaviour Leadership team members’ regular provision of information to staff and parents, and support to others in sharing successful practices
- Comprehensive induction programs in the Birkdale South State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Development of specific policies to address:
  - The Use of Personal Technology Devices at School (Appendix 03)
  - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 04).
  - Knives in Schools Policy (Appendix 05)
- Use of a whole school referral process for inappropriate behaviour that is considered major for in class (Appendix 06) and Playground (Appendix 07) – usually completed on One School this is a hard copy option
- Use of Parent feedback on behaviour for Years 3 to 7 Students (Appendix 09) and Prep to Yr 2 (Appendix 9A)
- Provide visitors and relieving teachers with a copy of the plan
- Playground duty folders - Each duty area has an accompanying folder with contains a copy of the Playground Duty Handbook, Behaviour and First Aid Referral Forms
- Referring to Explicit Behaviour strategies – The High Five (Appendix 10); Stop, Think, Make a good choice
Reinforcing expected school behaviour

At Birkdale South State School, 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 system has been developed that increases the quantity and quality of positive interactions between the students and staff. Staff members are trained to give consistent and appropriate acknowledgement and rewards.

- **YOU CAN DO IT CARD (Appendix 11)**
  Staff members hand out YCDI cards each day to students they observe following school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When they “catch” a student following the rules they can choose to give them a YCDI card reflecting the key demonstrated. When students are given a YCDI Card they drop it in the designated collection point at the Tuckshop. Each week at parade a random draw is conducted and students rewarded.

- **YOU CAN DO IT ACHIEVEMENT AWARD**
  A series of weekly achievement awards are presented to students who have demonstrated the social and emotional skill being taught. A record is maintained in One School.

- **YOU CAN DO IT CELEBRATION OF SUCCESS**
  Year P-7 students participate in a Celebration of Success activity at the end of term 1, 2 and 3. The activity is a formal recognition event for students who consistently display the expected school behaviour. A student is not eligible to participate if the teacher, using the Parent Feedback on Behaviour Form and having undertaken face to face parent interviews to communicate behaviour concerns.

At Birkdale South classroom teachers retain the primary responsibility for managing students in their class. We believe that students behave best when parents and teachers work closely to communicate consistent expectations and high standards of behaviour. Engaging curriculum, inclusive practices and effective teaching are the starting point of our support strategies. Classroom rules are negotiated at the start of the year and displayed clearly for reference.

Strategies will be reviewed periodically to evaluate their effectiveness in meeting our goals. Collection and evaluation of data will form the basis upon which any change or modification to processes and procedures will take place.

**Responding to unacceptable behaviour**

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

**Re-directing low-level and infrequent problem behaviour**

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school’s expectations. Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community. All staff undertake professional development in the Essential Skills for Classroom Management which ensures a consistent school wide approach to managing students resulting in better behaviour and better learning.

**Targeted behaviour support: Better Behaviour Better Learning Support Program (Appendix 12)**

Each year a small number students at Birkdale South State School are identified through our data as needing a little bit extra in the way of targeted behavioural support. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students’ learning and social success at risk, if not addressed in a timely manner. Students are identified through consultation with the class teacher and Principal/Deputy Principal to participate in the Better Behaviour Better Learning Program and a formal interview is held with the parent/carer and child to discuss a plan. Students attend their normal, scheduled classes and activities with appropriate adjustments if required. They have daily opportunities to receive positive contact with adults, additional support from Principal/Deputy Principal through a tracking program. Where required, adjustments are made to the program through academic support, adult mentoring or intensive social skills training.

All staff members are provided with continuous professional development consisting of an overview of the program, the referral and response process and the reporting of responsibilities of staff and of the students being supported. The Better Behaviour Better Learning Profile (Appendix 13) helps to target areas of need. Students whose behaviour does not improve after participation in the Program, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

**The Connecting Place (TCP) (Appendix 14)**

Students requiring consistent follow up can be referred to the TCP after being asked the series of Responsible Behaviour questions, there they reflect on choices and plan adjustments.(Appendix 15)
Intensive behaviour support: Behaviour Support Team
Birkdale South State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The Intensive Behaviour Support Team:

- works with other staff members to develop appropriate behaviour support strategies. Individual Responsible Behaviour Plans (Appendix 16) have clearly stated goals where all parties involved inform and reinforce a consistent approach to assisting the student to achieve successful learning and social outcomes. Undertake Risk Assessment (Appendix 17) to further inform decision making.
- monitors the impact of support for individual students through continuous data collection. Classroom and Playground contracts- tracking behaviour, providing safe playground areas, encouraging appropriate play activities.
- makes adjustments as required for the student - identify potential learning blockers; Re-entry Meetings; Behaviour support Programs – small group social skills – supports students in managing their own behaviour skills, anger management.
- works with the School Behaviour Leadership Team to achieve continuity and consistency.

The Intensive Behaviour Support Team has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. The team may include the parent/ caregiver, teacher, administrators, Behaviour Advisory Teacher (BAT) and/or Guidance Officer (GO). In many cases the support team also includes individuals from other external agencies already working with the student and their family.

The school administration maintains the right to increase or decrease the severity and nature of the consequences depending on the circumstances surrounding a particular incident.

5. Emergency or critical incident responses

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An emergency situation or critical incident is defined as an occurrence that is sudden, urgent and usually unexpected or an occasion requiring immediate action.

Severe problem behaviour is defined as behaviour of such intensity, frequency or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Basic defusing strategies

Avoid escalating the problem behaviour
(Avoid shouting, cornering the student, moving into the student’s space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language)

Maintain calmness, respect and detachment
(Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally)

Approach the student in a non-threatening manner
(Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge co-operation, withdraw if the situation escalates.

Follow through
(If the student starts displaying the appropriate behaviour briefly acknowledge their choice and redirect 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 Birkdale South’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 restraints.

Induction is undertaken annually to ensure 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 is to:

- be reasonable in the particular circumstances of the incident
- 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 will be maintained:

- Incident report (Appendix 18)
- Health and Safety incident record (link)
- Debriefing report (for student and staff) (Appendix 19)

6. Consequences for unacceptable behaviour

We expect all children to take responsibility for their actions and that consequences apply for their inappropriate actions in the classroom and in the playground.

Birkdale South 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. An office referral form is used to record all minor and major problem behaviour. Teachers maintain classroom records of minor behaviour problems and make a referral if the behaviour is minor but consistent and persistent.

Relate problem behaviours to expected school behaviours

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. To achieve this, staff members have students:

- Articulate the relevant expected school behaviour “What are you doing?” > “What should you be doing?”
- Explain how their behaviour differs from expected school behaviour
- Describe the likely consequences if the problem behaviour continues
- Identify what they will do to change their behaviour in line with expected school behaviour. “What will you do now and in future?”

Should problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their potential behaviour and implement the associated consequence.
Ensuring consistent responses to problem behaviour
At Birkdale South staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviours across the school. Students also receive training about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

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 School Administration team

**Minor** behaviours are those that:
- are minor breaches of the school rules
- do not seriously harm others or cause you 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 results in: the staff member takes the student aside and
1. names the behaviour that student is displaying,
2. asks student to name expected school behaviour,
3. states and explains expected school behaviour if necessary
4. gives positive verbal acknowledgement for expected school behaviour.

Teachers are responsible for making the decision about entering data into One School in Record an incident for minor problem behaviour.

**Major** behaviours are those that:
- consistently disrupt teaching and learning
- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration.

Major behaviours result in an immediate referral to Administration 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 then fills out the office referral form and escorts the student to Administration or calls for the Administration staff to retrieve the student to the office.

At Birkdale South State School the following consequences will be applied:
- Time out / chill out area in the classroom and playground;
- Referral to Buddy teacher classrooms;
- Referral to the TCP for Medium / High level behaviours;
- Phone contact with caregivers from teachers informing them of incidents;
- Application of the Management system (see below)
- Restrictions or exclusion from school activities and/or excursions;
- After School detention;
- In class withdrawal (in school suspension);
- Restricted re-entry – partial return to school for a negotiated period of time;
- Suspension 1-5 days then 6-20 days (see below);
- Behaviour Improvement Condition;
- Exclusion
School Disciplinary Absences (SDA) may be used if the behaviour of students warrants, but must be used after consideration has been given to all other responses.

There is a range of SDAs that can be employed including detentions, suspensions, behaviour improvement conditions and recommendations for exclusions. The Education & General Provisions Act 2006 (EGPA) states the following in relation to SDAs:

Detentions – a principal or teacher can detain a student as a consequence for disobedience, misconduct, wilful neglect to prepare homework or for another breach of school discipline. A period of detention must not be more than 20 minutes during lunch breaks or more than 30 minutes after the school program has finished for the day. If the detention is completed after school, a parent must be informed prior.

Suspension – a principal may suspend a student from the school under the following circumstances:
   a) disobedience by the student
   b) misconduct by the student
   c) other conduct that is prejudicial to the good order and management of the school

Suspensions at Birkdale South State School will be considered for:
- Persistent and wilful disobedience
- Violent behaviour
- Verbal harassment of staff or students
- Failure to comply with Individual Responsible Behaviour Plans
- Failure to follow Re-entry Plan
- Persistent Bullying or Harassment – threatening students and/or staff
- Vandalism
- Theft
- Verbal misconduct
- Grossly immoral behaviour
- Bringing contraband to school including cigarettes, drugs, weapons
- Use of harmful substances at school
- Failure to follow a program on instruction

If a student is suspended, arrangements will be made for providing the student with an education program that allows their education to continue. Support is negotiated with the purpose of the student re-entering the school. The re-entry support may include recommendations to external community agencies.

Re-entry Plans – It is a condition of re-entry after a suspension that students and their caregivers attend a re-entry meeting with the school administration. At this meeting a plan is determined so the student can successfully return to school. Some strategies may include:
- Partial return to school – for part of the day
- Formulation of an Individual Responsible Behaviour Plan
- Establishment of a restricted play area for the students
- Alternate playtime plan
- Alternate classroom sessions with other classes for a period of time
- Time out in the TCP

Behaviour Improvement Conditions (BIC) – a behaviour improvement condition may be imposed if the principal is reasonably satisfied that the student has engaged in behaviour that is the basis for a recommendation for exclusion of the student from the school or certain State Schools as mentioned below.

Recommendation for Exclusion – a principal may recommend exclusion of a student from the school or certain State Schools under the following circumstances:
   a) disobedience by the student
   b) misconduct by the student
   c) other conduct that is prejudicial to the good order and management of the school; if the student’s disobedience, misconduct or other conduct is so serious that suspension of the student is inadequate to deal with the behaviour.

A student may also be recommended for exclusion if they are in breach of behaviour improvement conditions.

One School will be used as the data collection strategy for major behaviour for all students. For major behaviour the class teacher makes an entry in One School / Record an incident. School Administration Staff enter data in the Manage an Incident section to ensure a comprehensive behaviour profile is maintained.
Referrals to The Connecting Place (TCP) are made on the School One Portal Site / Tab Behaviour. Teachers and Administrators are able to refer students to TCP according to the guidelines (Appendix 12)

The following table outlines examples of major and minor problem behaviours:

<table>
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<tr>
<th>Area</th>
<th>Minor</th>
<th>Major</th>
</tr>
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</table>
| Movement around school | - Running on concrete or around buildings  
- Running in stairwells  
- Not walking bike in school grounds | - Throwing objects  
- Possession of weapons |
| Play               | - Incorrect use of equipment  
- Not playing school approved games  
- Playing in toilets | - Serious physical aggression  
- Fighting |
| Physical contact   | - Minor physical contact (eg: pushing and shoving) | - Consistent refusal to wear school uniform |
| Correct Attire     | - Not wearing a hat in playground  
- Not wearing shoes outside | | |
| Other              | | - Possession or selling of drugs |
| Being Safe         | Class tasks - Not completing set tasks that are at an appropriate level  
- Refusing to work | - Leaving class without permission (out of sight)  
- Leaving school without permission |
| Being Responsible  | Being in the right place - Not being punctual (eg: lateness after breaks)  
- Not in the right place at the right time. | |
|                    | Follow instructions - Low intensity failure to respond to adult request  
- Non compliance  
- Unco-operative behaviour | |
|                    | Accept outcomes for behaviour - Minor dishonesty | - Major dishonesty |
|                    | Rubbish - Littering | |
|                    | Mobile Phone - Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member) | - Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation |
|                    | Language - Inappropriate language (written/verbal)  
- Calling out  
- Poor attitude  
- Disrespectful tone | - Offensive language  
- Aggressive language  
- Verbal abuse / directed profanity |
|                    | Property - Petty theft  
- Lack of care for the environment | - Stealing / major theft  
- Willful property damage  
- Vandalism |
|                    | Others - Not playing fairly  
- Minor disruption to class  
- Minor defiance  
- Minor bullying / harassment | - Major bullying / harassment  
- Major disruption to class  
- Blatant disrespect  
- Major defiance |
|                    | Participation - Task avoidance | - Continual refusal to participate in learning program / complete set tasks |
|                    | Co-operation - Interrupting teacher or peers when engaged in learning activities | - Constant frequent interruption which stops the learning process for peers |
|                    | Organisation - Unprepared with appropriate materials/equipment for learning | - Consistently lacking learning materials/ equipment due to disorganisation |
|                    | Problem solving - Not using the High Five or asking for help | - Repeatedly using inappropriate ways to solve a problem and adjusting choices |
Examples of Student Behaviour and potential consequences

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<tr>
<th>Behaviour</th>
<th>Management Strategies - Consequences</th>
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</table>
| **Low Level Minor:** Student displays misbehaviour that causes minimal disruption/harm/inconvenience to self or other/s or is brought about in an unintentional manner. | 1. Give a verbal rule reminder  
2. Where the reminder is ignored there must be immediate TIME OUT/Reflection time for 10 minutes in classroom/playground.  
3. If the misbehaviour continues the student is sent to a Buddy Class (class) with work for the remainder of the session  
Other strategies could include:  
• Tactical ignoring and non-verbal messages  
• Give clear choices or rule reminders  
• Give clear instructions  
• Remind students or rules and/or class behaviour system  
• Apologise to person/s involved  
• Removal of litter (provide gloves – in folder)  
• Clean/Tidy mess made by student  
• Separate student |
| • Inappropriate talking and/or calling out  
• Continually out of place; off task  
• Not following directions; not listening;  
• Name-calling (not swearing);  
• Not completing work without valid reason  
• Uniform/hair/makeup/jewellery transgressions  
• Littering  
• Running on concrete,  
• Inappropriate water play/wastage,  
• Out of bounds - climbing trees/walls/in gardens, playing in/around toilets  
• Throwing non-harmful projectiles  
• Rough play  
• Not sitting down during eating time  
• Yelling  
• Playing with sticks  
• Playing after the bell  
• Sliding or jumping down stairs | |
| **Medium Level Moderate:** Misbehaviour is considered to be of a more serious nature. Student displays behaviour that causes, or potentially causes, harm/disruption/inconvenience to self or other/s. Harm/disruption is brought about in an intentional manner. | In consultation with the class teacher, the Assistant Principal will initiate actions which could include:  
• Referral to the TCP or Buddy Classroom  
• Alternate lunchtime activities  
• Loss of privilege  
• Monitoring program  
• Resolution meeting as required between aggrieved party and student  
• Peer mediation or restorative conference  
• Better Behaviour Better Learning Plan  
• Individual Behaviour Support Plan  
• Restitution  
• Parent contact  
• Warning regarding future consequence for repeated offence  
• Referral to Guidance Officer and/or BAT  
• Suspension  
All incidents and actions need to be recorded – student profiles/data base. |
| • Disobeying teacher’s instructions  
• Frequently demonstrating low level behaviours  
• Continually annoying other children  
• Continually answering back; disrupting the learning process  
• Some forms of bullying (unintentional but unwanted)  
• Play fighting which hurts others or unwelcome  
• Ongoing teasing/consistent name calling  
• Throwing projectiles at or towards other/s  
• Leaving school grounds without permission  
• Wasting school resources  
• Inappropriate gesturing  
• Dangerous play - throwing or playing with stones, sticks, tackling in sport etc | |
| **High Level Major incident. Misbehaviour is at a dangerous/offensive level. Harm/disruption to self or other/s is deliberate, intentional or a result of uncontrolled emotions (anger).** | Referral to Assistant Principal or Principal. In cases of safety concerns/urgency a RED CARD should be sent to administration for immediate assistance:  
• Review Individual Behaviour Support Plan  
• Parent/carer interview  
• Detention  
• External agencies  
• CLC referral  
• Suspension  
• Individual Behaviour Agreement  
• Police notification (if illegal behaviour)  
• Suspension in line with Education Queensland Policy SM-16 Student Disciplinary Absences  
• Behaviour Improvement Condition in accordance with Ed.(GP) Act 2006  
• Recommendation for exclusion in line with Education Queensland Policy SM-16 Student Disciplinary Absences |
| • Abusive language; uses sexually explicit words  
• or actions  
• Ongoing middle level behaviours – ongoing defiance and disruption, depriving others of their right to learn and/or safety  
• Fighting, intimidation - both physical and emotional bullying, continual teasing that constitutes harassment (sexual, physical, racial, verbal) – endangering safety of self and others  
• Vandalism/damage to property  
• Theft  
• Behaviour likely to endanger the health of others (spitting, urinating)  
• Continued deterioration of behaviour, ignoring attempts to help by refusing to follow Individual Responsible Behaviour Plan  
• Blatant disrespect for teachers or other adults  
• Possession of dangerous or banned objects and illegal substances eg. knives, cigarettes, lighters, matches, razor blades, projectiles |
### Management Framework: Better Choices – Levels of Support/Management Procedures

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<tr>
<th>Student Behaviour</th>
<th>Management Strategies</th>
<th>Extra Support</th>
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<td>Students respect the rights of self, others and property – is cooperative and self-managing. Independently and consistently follows school rules.</td>
<td>Positively reinforce behaviour through school/class incentives&lt;br&gt;- Stickers, Notes home&lt;br&gt;- Praise, Raffle tickets&lt;br&gt;- You can do it Award&lt;br&gt;- ‘Student of the week’&lt;br&gt;- Record in OneSchool</td>
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<td><strong>2. Indicates the student requires teacher intervention to manage their behaviour (2 people to manage behaviour)</strong></td>
<td>Generally respects the rights of others but has difficulties. Some degree of frustration, low concentration levels. Minor disruptions such as inappropriate talking, calling out, off task and annoying others, inconsistency shown in following rules and responsibilities. Refer to list of low level behaviours.</td>
<td>Classroom:**&lt;br&gt;- Give a verbal rule reminder&lt;br&gt;- Where the reminder is ignored there must be immediate TIMEOUT/Reflection time for 10 minutes in classroom&lt;br&gt;- Teacher/student conference to establish appropriate expectations. <strong>Playground:</strong>&lt;br&gt;- Low level behaviours are generally dealt with by directing the student to sit out of play for 10 minutes - followed by teacher/student discussion. Behaviours are documented in duty folders.</td>
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<td><strong>3. Indicates the student requires 3 people to manage their behaviour</strong></td>
<td>Student continuing to show poor attitude. Disruptive behaviour is affecting others. Ongoing poor relationship with peers/teacher is apparent. Refer also to list of low/medium level behaviours.</td>
<td>Classroom:**&lt;br&gt;- If the misbehaviour continues the student is sent to a Buddy Class with work for the remainder of the session&lt;br&gt;- Teacher / Student conference to discuss re-entry to classroom&lt;br&gt;- Record in OneSchool <strong>Playground:</strong>&lt;br&gt;- Medium/High Level behaviours are dealt with by directing student to sit out of play remainder of the playbreak.&lt;br&gt;- Discussion with student and referral to Assistant Principal. Complete referral forms in duty folders.</td>
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<td><strong>4. Indicates the student requires 4 people to manage their behaviour</strong></td>
<td>As above however records indicate an emerging and ongoing pattern of inappropriate behaviour. Class interventions not working. Refer to list of medium level behaviours.</td>
<td>Case Management Process activated:**&lt;br&gt;- Teacher telephones parent to organise meeting (parent, teacher and Deputy Principal).&lt;br&gt;- Teacher to document meeting outcomes:&lt;br&gt;- Teacher may implement an individual behaviour contract or other communication system with parents.&lt;br&gt;- Review date set to monitor actions/interventions.&lt;br&gt;- Record in OneSchool.</td>
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<td><strong>5. Indicates the student requires 5 people to manage their behaviour</strong></td>
<td>Student exhibiting high level behaviour. Student seriously violates the rights of others and shows no signs of response to extrinsic or intrinsic reinforcements i.e. abusive, poor effect on peers, negative effect on the learning of others, unsafe behaviour, no control over emotions.</td>
<td>Case Management continued to the second stage:**&lt;br&gt;- Review Individual Responsible Behaviour Plan.&lt;br&gt;- Meeting with Student, Teacher, Parent, and Assistant Principal.&lt;br&gt;- Tracking/monitoring of all sessions.&lt;br&gt;- Review date set.&lt;br&gt;- Record in OneSchool.</td>
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Indicates the student requires 6 people to manage their behaviour.

Student behaviour requires support beyond the school. Persistent/wilful disobedience. Continual failure to follow school and social expectations. Little or no remorse shown after displays of inappropriate behaviour.

Case Management continued to the third and final stage.
- Interview with all agencies involved.
- Individual Responsible Behaviour plan renegotiated.
- Optional exclusion from school activities.
- Record in OneSchool.
* BIC

Support as above maintained. Application of Student Disciplinary Absences:

Interpretation of Management Framework
The framework is not necessarily progressive or hierarchical Students may move up, down or across the framework as determined by the:

- Individual circumstances;
- Seriousness of the student actions;
- Needs and rights of the school community members

Points for consideration when determining the position of the framework:
- Persistent disobedience in the classroom or the playground;
- Excessive number of referrals to the TCP;
- Behaviour that is ongoing or extreme and requires further action;
- A pattern of improvement has emerged;
- Significant improvement warrants a change of level

Travel to and from school
Students travelling to and from school will be subject to disciplinary action for misconduct.

7. Network of student support

Students at Birkdale South State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents / Caregivers
- Teachers
- Support Staff
- Administration Staff
- Special Needs Team Members -Guidance Officer; Behaviour Advisory Visiting Teacher
- Intervention Team
- Senior Guidance Officer
- School Chaplain
- School Based Police Officer
- School Based Youth Health Nurse

Support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Neighbourhood Centre.

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 school community members are considered at all times. Considerations include, but are not limited to:

- Age of the student;
- Cultural background;
- Emotional State;
- Context of incident;
- Student abilities/skills;
- Impairment/ special need;
- Amount of reliable evidence;
- Degree of provocation;
- Intent of the action.
Birkdale South 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 its 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 the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic 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 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
- Cyberbullying
- Knives in schools policy

11. Some related resources

- Bullying. No Way!
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses
- You Can Do It – BSSS Program

Endorsement

<table>
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<tr>
<th>Principal</th>
<th>P&amp;C President or Chair, School Council</th>
<th>Regional Executive Director or Executive Director (Schools)</th>
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<td>– 31 December 2016</td>
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