



## The Code of School Behaviour

Better Behaviour  
Better Learning



# Patrick Estate State School **Responsible Behaviour Plan for Students**

based on *The Code of School Behaviour*

### Purpose

Patrick Estate 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.

### Consultation and Data Review

Patrick Estate State School developed this plan in collaboration with our school community including staff, students, parents and the P&C. The consultation process has been conducted during P&C meetings and in small group of individuals. It was initially reviewed in term 3 & 4 of 2016 and subsequently updated in term 1 of 2017. During the discussions issues such as behaviour expectations, attendance, unexplained absences, and student transitions into a new school environment, suspensions, and behaviour incidents were examined.

The Plan was endorsed by the Principal, the President of the P&C and the Assistant Regional Director in February 2017.

### Patrick Estate Learning and Behaviour Statement

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

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Patrick Estate 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 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.

- Be Respectful
- Be Safe
- Best Effort

The Schoolwide Expectations Teaching Matrix (Appendix 1) outlines our agreed rules and specific behavioural expectations in all school settings.

Code of Conduct: **Be Safe, Be Respectful, Best Effort**

1. Respect everyone's right to learn
2. Always act in a safe, calm manner
3. Actively participate in the schools' learning programs
4. Be caring, co-operative and considerate in all you say and do
5. Be responsible for your own learning and behaviour



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## 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 Patrick Estate 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 school rules. The Schoolwide Expectations Teaching Matrix (Appendix A) outlines our agreed rules and specific behavioural expectations in all school settings.

These expectations are supported by our 'We Can Do It! You Can Do It!' culture and the use of a Rocket Ship Behaviour Chart (when needed) which is symbolic of the 'shoot for the moon' ethos we promote throughout the school. Classroom teachers and specialist teachers use Explicit Teaching to teach these expectations and the appropriate behaviours. Teachers also use the 'You Can Do It!' social-emotional program which provides explicit teaching lessons around GETTING ALONG, CONFIDENCE, PERSISTENCE, RESILIENCE and ORGANISATION, habits that clearly support our expectations.

Patrick Estate State School also implements the following proactive and preventative processes and strategies to support student behaviour:

- Regular posts in the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations
- Induction programs in the *Patrick Estate 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:

Procedures for Preventing and Responding to Incidents of Bullying

### Reinforcing expected school behaviour

At Patrick Estate 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.



The 'Shoot for the Moon' Rocket Ship Behaviour Chart provides a formal recognition and monitoring system. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. Each day, students start at 'READY TO LEARN'. A student's name travels up the rocket if the student makes good choices and down the rocket if the student makes poor choices. The rocket ship also allows students to





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collect weekly points that count towards rewards. All staff members are expected to give consistent and appropriate acknowledgement and rewards.

At the end of each day, the name cards are all returned to the 'READY TO LEARN' level. This sends an encouraging message to our students.

*What's past is past. The slate has been wiped clean.  
Today is a new day. Make it a good one.*

### **Additional strategies for reinforcing expected school behaviour (optional)** **Patrick Estate State School Positive Notice - Gotchas**

Staff members hand 'Gotcha' tickets out 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 'Gotcha' ticket. When students are given a 'Gotcha' ticket they move up a level on the Rocket Ship chart and drop the card in the Class 'Gotcha' box.

Each Friday the class teacher reviews the submitted tickets and identifies students with 'Gotcha' tickets and a 'Gotcha' is drawn with the successful student receiving a reward. Cards are never removed as a consequence for problem behaviour.

#### **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 as a learner. 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. Students move their name to the 'MAKE BETTER CHOICES' level on the Behaviour Chart, which is a REMINDER area.

### • **Targeted behaviour support:**

Teaching and Learning – Patrick Estate State School seeks to utilise professional development opportunities in Positive Behaviour Programs to ensure staff are adequately informed and skilled in strategies and methods for dealing with students demonstrating challenging behaviours across all year levels and curriculum areas. Patrick Estate State School strongly uses Explicit Teaching throughout the school and this is also utilised for teaching positive and desired behaviour to all students.

**Staff Collaboration** - Weekly staff meetings with all staff including principal, teacher, teacher aides and administration officer take place where discussions take place on student behaviour, focus behaviour lessons, positive actions and any issues or concerns. Strategies are shared in order for all staff to focus on using positive strategies to turn negative behaviour around. Teacher Aides also use feedback to teachers to effectively communicate to the teacher and principal. This feedback contains both curriculum and behaviour issues and concerns which arose in sessions.



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**Warning and Referral System** - Students who are demonstrating challenging behaviours work through the warning and referral system using the Rocket Ship Behaviour Chart.



This begins with the student's name being placed on the 'MAKE BETTER CHOICES' area of the Rocket Ship Behaviour Chart as a visual and verbal reminder to the student to make positive choices. If the student turns their behaviour around, the student has the opportunity to move back up to 'READY TO LEARN' on the Rocket Ship. If the student chooses to continue with negative behaviours, the student name moves down to 'TEACHER'S CHOICE'. Loss of privileges, restriction from a favourite activity, or a phone call home to parents are just a few possible consequences. Consequences are kept reasonable and of a short duration. If the student continues to display challenging behaviours after this, their name is moved to 'TIME AWAY'.

This results in an immediate 'time out' where the student is removed from the situation to prevent the behaviour erupting and to prevent disruption from learning of others. The student is expected to make up the work missed out on in their lunch times, as well as having a behaviour discussion with the teacher. The students' caregivers will also be contacted to participate in the behaviour discussion.

As much as the Rocket Ship Behaviour Chart is meant to focus on positive behaviour, students who are demonstrating challenging behaviour need to be held accountable for their poor choices. Documenting the specific misbehaviour enables the teacher to better deal with those situations. 'Making Better Choices' forms are filled out by the supervising teacher and kept on file.

### Intensive behaviour support:

Patrick Estate 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 behaviour need comprehensive systems of support.

The case management team.

- Works with other staff members to develop appropriate behaviour support strategies
- Monitors the impact of support for individual students through continuous data collection
- Makes adjustments as required for the student, and
- Works with the School Behaviour Leaderships Team to achieve continuity and consistency.

The case management 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. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and district-based behavioural support.

### Emergency Responses or Critical Incidences

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.



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

### Basic defusing strategies

- *Avoid escalating the problem behaviour* (Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language).
- *Maintain calmness, respect and detachment* (Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally).
- *Approach the student in a non-threatening manner* (Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates).
- *Follow through* (If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).
- *Debrief* (Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations).

### Physical Intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- Physically assaulting another student or staff member
- Posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Patrick Estate State School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

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

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

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

- Property destruction
- School disruption
- Refusal to comply
- Verbal threats
- Leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- Be reasonable in the particular circumstances,
- Be in proportion to the circumstances of the incident



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- Always be the minimum force needed to achieve the desired result, and
- Take into account the age, stature, disability, understanding and gender of the student.

### Record keeping

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- OneSchool
- Incident report (Appendix 4)
- My HR – Workplace Health and Safety incident record
- Debriefing report (for student and staff) (Appendix 5).

### Consequences for unacceptable behaviour

Patrick Estate 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. OneSchool is used to record all minor and major problem behaviour. The recording of three minor behaviours constitutes a major behaviour.

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 Principal

**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** 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.
  - a re-direction procedure. 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.

**Major behaviours** are those that:

- 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.

**Major problem behaviours** may result in the following consequences:

- **Level One:** Time in office (if Principal is available), removal to another classroom, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence

AND/OR

- **Level Two:** Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school



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• **Level Three:** Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension. The following table outlines examples of major and minor problem behaviours:

	Area	Minor	Major
We are safe	Movement around school	<ul style="list-style-type: none"> <li>Running on concrete or around buildings</li> <li>Running in stairwells</li> <li>Not walking bike in school grounds</li> </ul>	
	Play	<ul style="list-style-type: none"> <li>Incorrect use of equipment</li> <li>Not playing school approved games</li> <li>Playing in toilets</li> </ul>	<ul style="list-style-type: none"> <li>Throwing objects</li> <li>Possession of weapons</li> </ul>
	Physical contact	<ul style="list-style-type: none"> <li>Minor physical contact (eg: pushing and shoving)</li> </ul>	<ul style="list-style-type: none"> <li>Serious physical aggression</li> <li>Fighting</li> </ul>
	Correct Attire	<ul style="list-style-type: none"> <li>Not wearing a hat in playground</li> <li>Not wearing shoes outside</li> </ul>	
	Other		<ul style="list-style-type: none"> <li>Possession or selling of drugs</li> </ul>
We are learners	Class tasks	<ul style="list-style-type: none"> <li>Not completing set tasks that are at an appropriate level</li> <li>Refusing to work</li> </ul>	
	Being in the right place	<ul style="list-style-type: none"> <li>Not being punctual (eg: lateness after breaks)</li> <li>Not in the right place at the right time.</li> </ul>	<ul style="list-style-type: none"> <li>Leaving class without permission (out of sight)</li> <li>Leaving school without permission</li> </ul>
	Follow instructions	<ul style="list-style-type: none"> <li>Low intensity failure to respond to adult request</li> <li>Non compliance</li> <li>Unco-operative behaviour</li> </ul>	
	Accept outcomes for behaviour	<ul style="list-style-type: none"> <li>Minor dishonesty</li> </ul>	<ul style="list-style-type: none"> <li>Major dishonesty</li> </ul>
	Mobile Phone	<ul style="list-style-type: none"> <li>Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member)</li> </ul>	<ul style="list-style-type: none"> <li>Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation</li> </ul>
We are respectful	Language	<ul style="list-style-type: none"> <li>Inappropriate language (written/verbal)</li> <li>Calling out</li> <li>Poor attitude</li> <li>Disrespectful tone</li> </ul>	<ul style="list-style-type: none"> <li>Offensive language</li> <li>Aggressive language</li> <li>Verbal abuse / directed profanity</li> </ul>
	Property	<ul style="list-style-type: none"> <li>Petty theft</li> <li>Lack of care for the environment</li> </ul>	<ul style="list-style-type: none"> <li>Stealing / major theft</li> <li>Wilful property damage</li> <li>Vandalism</li> </ul>
	Rubbish	<ul style="list-style-type: none"> <li>Littering</li> </ul>	
	Others	<ul style="list-style-type: none"> <li>Not playing fairly</li> <li>Minor disruption to class</li> <li>Minor defiance</li> <li>Minor bullying / harassment</li> </ul>	<ul style="list-style-type: none"> <li>Major bullying / harassment</li> <li>Major disruption to class</li> <li>Blatant disrespect</li> <li>Major defiance</li> </ul>

### 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. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour,
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

Should a problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

### The network of student support

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

- Parents • Administration Staff
- Teachers • Guidance Officer
- Support Staff





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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

### 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.

Patrick Estate 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

### 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
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### 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



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- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

## Related Appendices

### Appendix II

#### Responsible Thinking Classroom Strategy:

##### Step System:

1. Verbal/visual reminder referring student to the acceptable expectations.
2. Student provided with a choice of participating in the program of learning or removing themselves to a time away.
3. As appropriate for the student, provide a short time away to allow student an amount of time for reflection then allow them to re-engage in the lesson, without disruption to the learning program.
4. Each classroom has a "Break space" available for student self reflection. Visual display of reflection processes and classroom expectations. This can include a redirection to another activity.
5. Strategies for self reflection are to be explicitly taught to students throughout the year. Reflection processes will be age appropriate and cater for individual needs.
6. Students are directed to the classroom Break Space. Verbal direction to be given by staff should identify the behaviour that is not acceptable, provide a thinking point for self reflection and an invitation to return ie,
  - When you are feeling calm and in control, please return.
  - When you are ready to participate, please return.
  - When you are ready to ready to meet the class expectations, please return.
  - When you help us to keep everyone safe, please return.
7. After returning from the thinking chair/space and prior to the end of the session students are expected to confer with the teacher, discussing their choices and establishing a plan for the future.
8. Teachers should communicate with parents when a student is requiring thinking time regularly.
9. If a student regularly requires to be sent to a Break Space/buddy class, the teacher is to review any environmental or curriculum adjustments that could be made to support the student. An individual responsible behaviour support plan is to be developed for persistent disruptions to classroom learning routines.
10. If a student's behaviour continues to be disruptive to learning a buddy class system can be accessed. The class teacher must contact the buddy class teacher to advise that a student is to be sent for reflection time.
11. Prior to the end of the session the class teacher should confer with the student and support the student The class teacher is to notify the parents that there was a need for their child to be sent from the classroom.
12. If a student's behaviour continues to be disruptive to learning administration intervention is sought.



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### Appendix III Responses for Inappropriate Playground Behaviour

#### Level 1

Refer students to HIGH 5, Be Safe, Best Effort, Be Respectful. "Stop it I don't Like it"

Trying it again. *Eg. Stop. Thank you. Go back and walk.*

This may include: rough play, out of bounds, littering.

#### Level 2

Watching others model the desired behaviour. *Eg. Stop. Thank you. Watch how these people are walking on the concrete.*

Refer students to HIGH 5, Be Safe, Best Effort, Be Respectful. "Stop it I don't Like it"

This may include: rough play, out of bounds, climbing trees, inappropriate play.

#### Level 3

Sitting out time. *Eg. Stop. Thank you. You are still running on the concrete. I have asked you to walk. You will need to sit in this spot for 2 minutes and think about what you need to do next time.*

Refer students to HIGH 5, Be Safe, Best Effort, Be Respectful. "Stop it I don't Like it"

Record this behaviour. This may include: repeated offence of the above behaviours, indirect teasing or bullying.

#### Level 4

Sitting out for the rest of play time and report made to class teacher. Class teacher to advise parents of repeated offences and involve administration if behaviour is ongoing. An Individual Responsible Support Plan for the playground is to be developed if behaviour is persistent.

*Eg. Stop. Thank you. You are still unable to show you can do as you have been asked. You will need to sit out for the remainder of the play time. You will be referred to your class teacher. Please do not leave here at the end of play until I have helped you with your referral.*

Record this behaviour on One School. This may include: Persistent refusal to follow staff instructions, persistent inappropriate play, direct teasing or bullying, verbal oppositional behaviour.

#### Level 5

Student is referred where behaviour details are noted in student behaviour One School. Principal and class teacher are advised through One School referral. Parents are advised by letter.

An interview with parents is requested The interview is to include the class teacher, parent(s), student and administration officer.

While in playground reflection staff will:

- Discuss the incident with the student and mediate discussion to having students identify appropriate replacement behaviours
- Students will complete a form describing what happened with as much detail as possible.



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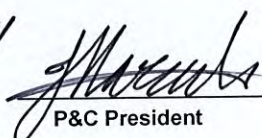
Record this behaviour on One School. This may include: Physical/verbal aggression during which the child loses control and/ or causes harm to others, serious toilet misbehaviour, deliberate and serious vandalism, persistent and ongoing disruption beyond level 4.

Persistent level 5 behaviour, or extreme behaviour in this level may result in a formal disciplinary absence being imposed.

### Some related resources

- National Safe Schools Framework
- National Framework for Values Education in Australian Schools
- National Framework for Values Education in Australian Schools – Queensland
- Bullying. No Way!
- MindMatters
- School Wide Positive Behaviour Support)
- Code of Conduct for School Students Travelling on Buses

  
Principal

  
P&C President

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Assistant Regional Director

Date effective:

from January 2017 to December 2019