



**The Code of School Behaviour**  
 Better Behaviour  
 Better Learning

# ALLORA P-10 STATE SCHOOL

## Responsible Behaviour Plan for Students



*Always Our Best*

As a product of self-reflection by our school community, we certify that this Responsible Behaviour Plan for Students outlines our key strategic direction for managing student behaviour and for providing a safe, supportive learning environment for all stakeholders.

**SHAUN KANOWSKI**  
Principal

2016

**KRISSY HENRY**  
President, Parents and Citizens Association

2016

**ANDREW BRANDON**  
Assistant Regional Director

2016

*Reviewed in 2014 in line with 2013 TSR, 2014 Discipline Audit and 2014-16 Positive Behaviour for Learning Team.*



## 1. Purpose

The Department of Education, Training and Employment is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.

Positive student behaviour leads to more successful outcomes. It is hoped that this policy, which was developed collaboratively with staff, parents and students, will provide a firm, fair and consistent guide to the type of behaviour that is expected in the school and a plan to deal with unacceptable behaviour. Behaviour management is one of a range of strategies to maximise student-learning outcomes.

Our school's statement of purpose reads:

***Working together to ensure that every day in every classroom, every student is learning and achieving.***

***We are individually accountable and collectively responsible.***

At Allora State School P-10 Campus we seek to explain, demonstrate and inspire students to act responsibly, to accept the consequences of their behaviour, and to respect the rights of all members of the school community in order to create a safe, tolerant and disciplined environment for all students, staff and visitors.

At Allora State School, support is offered through...

1. A positive learning environment, which incorporates effective learning and teaching practices (productive pedagogies).
2. Safe and attractive facilities and grounds, which enhance the learning environment.
3. Recognition of special effort and achievements in sporting, cultural, community and educational fields.
4. Encouraged participation in extracurricular activities such as sport and cultural activities.
5. A variety of innovative curriculum programs with modules catering for a full range of student needs and interests.
6. A high level of commitment from parents and the Allora community.
7. Strict adherence to legislative requirements.

This policy calls for a school-wide positive approach to managing behaviour within a supportive school environment. It is imperative that all members of the school community work together to determine acceptable standards of behaviour and to tackle problems such as bullying, truancy, vandalism and violence. We challenge racist and sexist language and behaviour, and engender in students mutual respect and sound interpersonal skills.

It is important that the school community cooperates, encouraging all students to take responsibility for their own behaviour and accept the consequences of their actions.

## 2. Consultation and data review

This plan was developed and refined over a number of years and has involved many stakeholders within the school community. During this time, it has been continually reviewed and enhanced to meet the changing needs of our school. As such, this is a



document that is owned by the school and one which allows students to engage positively, actively and appropriately within the school itself.

The plan is endorsed by the Principal, the President of the Parents and Citizens Association and Assistant Regional Director.

### 3. Learning and behaviour statement

Our school's statement of purpose has several guiding principles. These are:

1. Positive relationships between students, parents and staff, in order to promote a positive school environment are essential for effective teaching and learning.
2. Students and staff have the right to work to potential in a positive and supportive environment.
3. Our Positive Behaviour for Learning Matrix highlights clear expectations of standards of behaviour.
4. There is an expectation that students, staff and parents accept responsibility for their own behaviour.
5. Positive, regular reinforcement of good behaviour, effort and achievement is a vital part of this school's behaviour management.
6. Student behaviour management practices are appropriate to the specific needs of individual students and situation.
7. Decisions regarding major behavioural consequences are at the discretion of administration.

All areas of Allora P-10 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 Allora P-10 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 values to teach and promote our high standards of responsible behaviour. They align with our School Motto of **Always our Best**:

- **Always Respectful**
- **Always Responsible**
- **Always Safe**
- **Always Learning**

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

##### • Universal behaviour support

The expectations within the Matrix on the next page, are communicated to students via a number of strategies, including:

- Universal Behaviour Lessons introduced on our whole school assembly each Monday;
- Class / Year Level Behaviour Lessons conducted by Classroom teachers or Form teachers in classrooms or during form meetings each week;
- School Expectations' posters placed in all areas of the school; and
- Community Engagement of Behaviour Lessons in the School Link and displayed widely.

Allora P-10 State School implements the following proactive and preventative processes and strategies to support student behaviour:

- Common, standardised and consistent Behavioural Displays in every Teaching and Learning space;
- A dedicated section of the School Link, enabling parents to be actively and positively involved in school behaviour expectations;
- PBL Team's regular provision of information to staff and parents, and support to others in sharing successful practices;
- Comprehensive induction programs in the 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; and
- Development of specific policies to address:
  - The Use of Personal Technology Devices\* at School (Appendix 1)
  - Procedures for Preventing and Responding to Incidents of Bullying (including Cyber Bullying - Appendix 2).

# Positive Behaviour for Learning (PBL) Matrix

For all students, all staff, all settings

EXPECTATIONS	SETTINGS				
	EVERYWHERE	LEARNING ENVIRONMENTS	PLAYGROUND	TRANSITIONS	TRAVELLING
<b>ALWAYS RESPECTFUL</b>	Be polite, use appropriate language and volume Wait your turn Accept correction calmly Be supportive of others Take care of all property	One speaker at a time Remove hat inside	Share Play fairly Follow the rules	Wait quietly in lines Walk and stay with group Walk quietly	
<b>ALWAYS RESPONSIBLE</b>	Follow instructions Be honest Follow School Dress Code Clean up after yourself Be at the right place at the right time Follow borrowing procedures No graffiti	Be a role model	Visit toilet when appropriate Use toilet facilities as intended	Go directly to and from destination Enter and exit in an orderly manner	Wait in designated area Sit and stay in seat
<b>ALWAYS SAFE</b>	Keep hands, feet and objects to self Use equipment as intended Leave banned items at home Gain permission to leave Walk on concrete Follow ICT Acceptable Use Policy Follow Personal Technology Device Policy	Sit on chairs correctly Walk inside	Be sun safe Report issues to staff member on duty Stay in approved areas		Follow road safety rules Follow bus safety rules
<b>ALWAYS LEARNING</b>	Participate in all activities	Complete and submit all tasks on time Whole body listening Be prepared Work to best of ability Set goals			



### • Targeted behaviour support

Each year a small number of students at Allora P-10 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, however the frequency of behaviours may place student learning and social success at risk if not addressed in a timely manner.

These students attend their normal scheduled classes and activities with appropriate adjustments if required. However, they have increased daily opportunities to receive positive reinforcement and, additional support from check-in/check-out coaches. Where required, adjustments are made to their program through academic support, adult mentoring or intensive social skills training.

This approach is coordinated by a school-based team with active administrator support and staff involvement. All staff members are provided with continuous professional development consisting of an overview of the program, the referral and monitoring process, and the reporting responsibilities of staff and of the students being supported.

Students whose behaviour does not improve after participation in this program, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

### • Intensive behaviour support

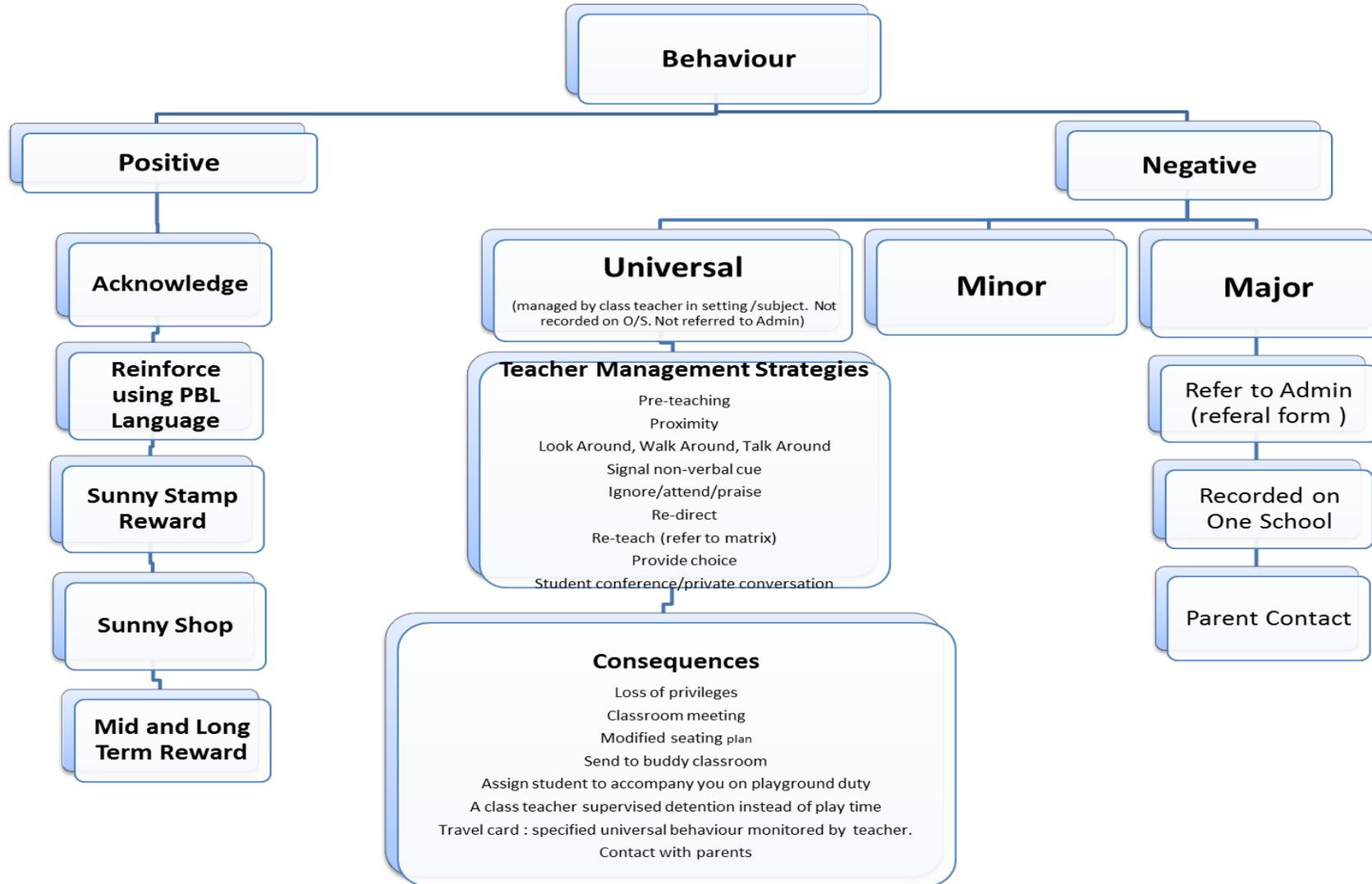
Allora P-10 State School is committed to educating all students, including those with the highest behavioural support needs. The school recognises that students with highly complex and challenging behaviours need comprehensive systems of support.

The Student Support Team (GO, Learning Support Team, Administration):

- 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 PBL Team to achieve continuity and consistency.

5. Consequences for unacceptable behaviour

Flowchart for Managing Behaviours



## Rewards and Consequences

Name	Description & Criteria	When and Where Presented	Information to staff
<p><b>Free and Frequent</b></p> <p>Sunnies Card</p>	<p>Sunnies Card has 10 spaces on both sides around border for stamping and space for student's name on card.</p> <p>All staff encouraged to be giving high rates of positive verbal feedback based on Behaviour Matrix All staff are given a Sunny Stamp. All students to be issued with a Sunny Card.</p> <p>Process of awarding sunnies is consistent across the school. The celebration can be individualised by individual teacher / class.</p>	<p>All staff to any student following the matrix expectations.</p> <p>Class/form teachers record completed Sunny Cards on One School.</p>	<p>Sunny Stamps are for any value on the matrix. There needs to be an improvement of behaviour or consistently behaving well.</p> <p>Following staff discussions, there may be Sunnies Blitz weeks (e.g. uniform, diaries)</p> <p>One School will be configured to record Sunnies Card</p>
<p><b>Short Term</b></p> <p>Sunny Shop</p>	<p>Menu designed with student input; requiring creativity and 'thinking outside the box' to capture students' interest and regularly update the menu.</p> <p>Students purchase items from the Sunnies Shop.</p>	<p>Sunnies Shop operates at a set time to enable staff to supervise.</p>	<p>Classroom / form teachers manage exchange of Sunnies cards for items from the Sunny Shop.</p>
<p><b>Short to Mid Term</b></p> <p>Sunny Certificate</p>	<p>Awarded to all students who have submitted 10 completed cards.</p>	<p>Class/form teachers compile tallies of completed Sunnies cards, record on OneSchool.</p> <p>Presented at end of reporting periods</p>	<p>Student of the Week continues to be awarded by class and form teachers for academic, sport and cultural activities.</p> <p>Student of the Week and Sunny Certificates are to be submitted to Principal by Friday lunchtime for presentation at a mid-term assembly.</p> <p>Primary students will receive interim progress report for Terms 1 and 3.</p>
<p><b>Mid to Long Term</b></p> <p>10+ Completed Sunny Cards</p>	<p>Certificate presented at mid-term Assembly Postcard sent home Mentioned in School Link Invited to Rewards Trips / Activities</p>		

Notes:

Reviewed every term

GTMJ is used to assign behaviour and effort for report cards. GTMJ are moderated across year levels and subjects by staff

# Universal and Major Behaviours

Positive Behaviours for Learning: Consequences for Unacceptable Behaviour		
UNIVERSAL BEHAVIOURS	MINOR BEHAVIOURS	MAJOR BEHAVIOURS
Behaviours to be managed in the setting\subject These are not recorded on One School. These are not referred to Administration.	Teacher records on One School as a Minor Incident and refers to Administration. Behaviour managed by Administration. Administration records action on One School and contacts parent. Contact is noted on OneSchool.	Behaviour managed by Administration. Administration records as a Major Incident and action on One School and contacts parent. Parental Contact is mandatory. Contact is noted in OneSchool
<ul style="list-style-type: none"> <li>Talking, calling out, speaking over teacher</li> <li>Swinging on chair</li> <li>Throwing small objects</li> <li>Having chewing gum and aerosols</li> <li>Dress Code breach</li> <li>Lateness</li> <li>Homework incomplete</li> <li>Not completing class tasks</li> <li>Failure to bring equipment</li> <li>Inattention</li> <li>Rudeness</li> <li>Litter</li> <li>Inappropriate displays of affection</li> <li>Perceived harassment or victimisation of other students</li> <li>Not following instructions</li> <li>Unacceptable noise</li> <li>Unacceptable transitions (noise on verandah, sliding down stair rail etc.)</li> <li>Not gaining permission to leave school grounds</li> <li>Using facilities inappropriately</li> <li>Not following borrowing procedures</li> <li>Out of bounds</li> <li>Running on cement and through playground areas</li> <li>Noisy when lining up</li> <li>Throwing sand</li> <li>Playing with balls around buildings</li> </ul>	<ul style="list-style-type: none"> <li>Sustained repeated Universal Behaviours</li> <li>Assessment not submitted [follow Assignment Policy]</li> <li>Inappropriate use of ICT and personal technology devices</li> <li>Harassment or victimisation of other students</li> <li>Consistent lack of class work</li> <li>Continual refusal to complete assessment and/or class/work despite Universal behaviour support</li> <li>Graffiti</li> <li>Harassment or victimisation of other students</li> <li>Destruction of property</li> <li>Aggressive behaviour towards others</li> <li>Repeated truancy</li> <li>Leaving class without permission</li> <li>Not following safety and emergency procedures</li> <li>Failure to behave in buddy classroom</li> </ul>	<ul style="list-style-type: none"> <li>Sustained repeated Minor Behaviours.</li> <li>Verbal assault/verbal aggression</li> <li>Physical aggression</li> <li>Threats of physical harm</li> <li>Sexual harassment</li> <li>Racial vilification</li> <li>Bullying despite Universal and Minor behaviour support</li> <li>Supply, possession and/or use of drugs</li> <li>Smoking</li> <li>Stealing/possession of stolen goods</li> <li>Vandalism</li> <li>Bystanders as enablers (inciting)</li> <li>Violent assault</li> <li>Sexual misconduct</li> <li>Bringing weapons (including fake) to school</li> <li>Use of ICTs and personal technology devices with the intent to harass or victimise others</li> <li>Willful breaches of safety and emergency procedures despite warnings and direction from staff</li> <li>Refusal to engage in learning despite Universal and Minor behaviours (failure to complete classwork and/or assessment/continued leaving of class without permission)</li> <li>Persistent inappropriate use of ICTs and personal technology devices</li> </ul>
<b>Teacher Management Strategies</b> <ul style="list-style-type: none"> <li>Pre-teaching</li> <li>Proximity</li> <li>Walk Around, Look Around, Talk Around</li> <li>Signal non-verbal cue</li> </ul>	<ul style="list-style-type: none"> <li>Ignore/attend/praise</li> <li>Re-direct</li> <li>Re-teach (refer to matrix)</li> <li>Provide choice</li> <li>Student conference/private conversation</li> </ul>	
CONSEQUENCES	CONSEQUENCES	CONSEQUENCES
<ul style="list-style-type: none"> <li>Loss of privileges</li> <li>Classroom meeting</li> <li>Modified seating plan</li> <li>Send to buddy classroom</li> <li>Assign student to accompany you on playground duty</li> <li>A class teacher supervised detention instead of play time</li> <li>Travel card with specified universal behaviour monitored by the teacher.</li> <li>Contact with parents</li> </ul>	<ul style="list-style-type: none"> <li><b>Mandatory Parent contact by administration</b></li> <li>Travel card for specified behaviour monitored by class and form teachers.</li> <li>Buddy class referral</li> <li>Re-teach behaviour expectations directly</li> <li>Resolution meeting between aggrieved party and student</li> <li>Referral for assessment and specialist support – case managers &amp; specialist support staff</li> <li>Individual Behaviour Support Plan</li> <li>Detention</li> <li>In school Suspension</li> <li>Suspension</li> </ul>	<ul style="list-style-type: none"> <li>Suspension in line with Queensland Department of Education, Training and Employment Policy <i>SMS-PR-021: Safe, Supportive and Disciplined School Environment</i></li> <li>Referral to specialist support staff to review Individual Behaviour Support Plan</li> <li>Police notification</li> <li>Restorative conference on return from suspension</li> <li>Recommendation for exclusion or Behaviour Improvement Condition in line with Queensland Department of Education, Training and Employment Policy <i>SMS-PR-021: Safe, Supportive and Disciplined School Environment</i></li> </ul>
<p>If strategies and consequences do not result in an improvement in the student's behaviour, then the student should be referred as a Minor on OneSchool.  <b>Parental Contact is mandatory prior to referral as a Minor Behaviour and recorded on One School.</b>  <b>Referring teacher adds student to 'Student Matters' on Staff Meeting Agenda.</b></p>		

## 6. 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 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; and / or
- Posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Allora P-10 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 essential 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; and / or
- 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; and / or
- Leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- Be reasonable in the particular circumstances;
- Be in proportion to the circumstances of the incident;
- Always be the minimum force needed to achieve the desired result; and / or
- Take into account the age, stature, disability, understanding and gender of the student.

### **Record keeping:**

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

- Incident report as per One School
- [Health and Safety incident record](#)

## **7. Network of Student Support**

Students at Allora P-10 State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Parents</li> <li>• Teachers</li> <li>• Support Staff</li> <li>• Head of Department</li> <li>• Administration Staff</li> <li>• Guidance Officer</li> <li>• Advisory Visiting Teachers</li> <li>• Senior Guidance Officer</li> </ul> | <ul style="list-style-type: none"> <li>• Adopt-A- Cop</li> <li>• School Based Youth Health Nurse</li> <li>• Regional Behaviour Management Support Staff and additional targeted BM funding</li> <li>• Youth Pathways Officer.</li> </ul> |
|---|--|

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
- Southern Down Regional Council
- Department of Children's Services (Toowoomba)
- Bush Children's Health Service
- Headspace



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### 8. Consideration of Individual Circumstances

To ensure alignment with the Behaviour Matrix 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.

Allora P-10 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; and
- 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 Act 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

### 10. Related Policies

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



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## 11. Additional related resources

- [Bullying. No Way!](#)
- [Code of Conduct for School Students Travelling on Buses](#)
- [National Framework for Values Education in Australian School](#)

## Bullying

### What is bullying?

Bullying is repeated verbal, physical, social or psychological aggressive behaviour by a person or group directed towards a less powerful person or group that is intended to cause harm, distress or fear.

### Types of bullying behaviour:

There are some specific types of bullying behaviour:

- verbal or written abuse - such as targeted name-calling or jokes, or displaying offensive posters
- violence - including threats of violence
- sexual harassment - unwelcome or unreciprocated conduct of a sexual nature, which could reasonably be expected to cause offence, humiliation or intimidation
- homophobia and other hostile behaviour towards students relating to gender and sexuality
- discrimination including racial discrimination - treating people differently because of their identity
- cyberbullying - either online or via mobile phone

### What is not bullying?

There are also some behaviours, which, although they might be unpleasant or distressing, are not bullying:

- Mutual conflict - which involves a disagreement, but not an imbalance of power. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation
- Single-episode acts of nastiness or physical aggression, or aggression directed towards many different people, is not bullying
- Social rejection or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

### What can I do about bullying?

There are many steps students and parents / carers can take, if you feel bullying is occurring. The first step is to let the classroom teacher know there is a potential problem. Most issues are addressed at this stage. If not, make an appointment to speak with the principal.

There are numerous programs around to assist students, parents and teachers address bullying. Please following this link to navigate through a range of helpful strategies:

<http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/what.aspx>