Avoca State School

Responsible Behaviour Plan for Students

Based on the Code of School Behaviour

Discovering Pathways - Connecting Worlds - Achieving Dreams
The Avoca Responsible Behaviour Plan for Students and the associated Avoca Anti-Bullying Policy were developed following extensive collaboration with school staff and members of the Avoca school community. They are key documents within the school’s strategic plan and as such will be reviewed at least annually.

*Brian Ralph*
Principal
1. Purpose

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education. The Avoca State School Responsible Behaviour Plan for Students aligns with the Code of School Behaviour and the Avoca State School Vision, Values and Purpose Statement through the provision of a safe, supportive and disciplined learning environment that respects the rights of all students to learn, the rights of all teachers to teach and the rights of all to be safe. Such a learning environment is characterised by positive relationships, non-coercive strategies and a commitment to satisfying the needs of students.

2. Consultation and data review

The Avoca State School Responsible Behaviour Plan for Students (RBPS) has been developed in consultation with the broader Avoca State School community.

Consultation process

The timeline for the consultation was:
- Parents and Citizens Association informed of review at October meeting of P & C
- RBPS, in draft form, was uploaded to the Avoca State School website on 19 November 2012
- Public feedback to the Draft RBPS was invited in the newsletter dated 19 November 2012
- Public feedback was accepted until 14 December 2012
- The feedback process was by email directly to the Deputy Principal of Avoca State School and was considered for development of the final draft of the RBPS

Data review

Data related to the implementation of the Avoca State School RBPS is collected annually using Oneschool and is posted in the Annual School Report which is available on the school website at www.avocass.eq.edu.au

3. Learning and Behaviour Statement

The Avoca Responsible Behaviour Plan for Students is based on the values contained in the Code of School Behaviour:

- Professionalism
- Respect
- Innovation and Creativity
- Diversity and Inclusiveness
- Excellence
and the Avoca State School Values;

- Teamwork
- Respect
- Responsibility
- Relationships
- Diligence
- Honesty

School beliefs about behaviour and learning

The Avoca Responsible Behaviour Plan is underpinned by the following beliefs:

- The foundation of positive classroom behaviour is effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students.
- Partnerships with parents/carers, the wider school community and other support agencies contribute to positive behaviour in schools.
- Standards of expected student behaviour are linked to transparent, accountable and fair processes, interventions and consequences.
- Responses to inappropriate student behaviour must consider both the individual circumstances and actions of the student and the needs and rights of school community members.
- All children can learn and have the right to do so uninhibited by the inappropriate actions of others.
- Children choose their behaviours and therefore must accept responsibility for them.
- Children behave better when expectations are clear and when they have opportunities to participate in discussions about rules and appropriate behaviour.
At Avoca State School, we believe that a whole school approach is necessary to shape, support and recognise appropriate behaviours in all students. The proactive strategies that we use support the overwhelming majority of students to behave appropriately. For the small percentage of students that have difficulty behaving appropriately, the school utilises a range of problem solving and intensive support strategies to assist these students to behave appropriately and continue their learning.

At Avoca State School we believe that there are certain behavioural expectations that promote a safe and supportive learning environment. The Avoca Behaviour Expectations are as follows:

<table>
<thead>
<tr>
<th>Safety</th>
<th>Diligence</th>
<th>Respect</th>
<th>Personal Responsibility</th>
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</thead>
<tbody>
<tr>
<td>Safe Play</td>
<td>Attempting set work and focusing on quality</td>
<td>Respecting self</td>
<td>Following instructions of supervisors</td>
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<tr>
<td>Safe use of equipment</td>
<td>Effective management of time</td>
<td>Respecting belongings of self and others</td>
<td>Making appropriate choices for own behaviour</td>
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<tr>
<td>Acknowledgement and respect of the personal space of self and others</td>
<td>Contribution to the life and activities of the school</td>
<td>Demonstration of an awareness of the rights and feeling of others</td>
<td>Accepting responsibility for own behaviour</td>
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<tr>
<td>Following the school rules and routines</td>
<td></td>
<td>Attentive listening</td>
<td>Having appropriate equipment for tasks.</td>
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<tr>
<td>Moving safely through the school environment</td>
<td></td>
<td>Appropriate communication</td>
<td></td>
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<tr>
<td>Resolution of conflict without violence</td>
<td></td>
<td>Following of school expectations</td>
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The following Behaviour Expectation Framework is a reflection and self-evaluation device to assist in the identification of behavioural competencies and support needs.
## Expectations:
* Students will be able to identify their own behaviour standard.
* Students will accept responsibility for their current behaviour and undertake, via collaborative goal setting and review, to bring about positive changes to behaviour.
* All students will strive to reach a COMPETENT or EXCELLING standard.
While many students will display appropriate levels of self management in achieving the Avoca Behaviour Expectations, other students will require varying levels of support. The following diagram illustrates the levels of support that may be required by students to meet behaviour expectations.

Levels of Student Behaviour Support

Level 1: Student responds to positive/preventative strategies and is positively self-managed.

Level 2: Student is generally self-managed but sometimes requires Teacher to solve problem.

Level 3: Student is generally self-managed but sometimes requires Teacher and Parent problem-solving support.

Level 4: Student has difficulty self-managing behaviour and requires responsive/retrieval support from Teacher and Parents with Principal, Deputy Principal and Guidance Officer assistance.

Level 5: Student has great difficulty self-managing behaviour. Requires intensive responsive/retrieval support from Teacher, Parent, Deputy Principal, Principal, Guidance Officer, Behaviour Management Officer and other outside agencies.
The following diagram represents the range of strategies used at Avoca to facilitate positive behaviour and to respond to unacceptable behaviour.

The key to students engaging in learning and displaying positive behaviours is the establishment of a learning environment where students’ basic needs are met. According to William Glasser, these basic needs are *survival, personal power, love and belonging, freedom and choice, and fun and enjoyment*. The development of a needs-satisfying classroom will require teachers to focus upon the provision of a relevant curriculum program, positive relationships and flexible and effective organisational structures. These impact at all levels of behaviour support for students at Avoca.
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 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 Avoca 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.

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 principles of safe restraint (supported by staff training)

Any physical intervention made must:
- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student.

Record keeping
Each critical incident is reported using Oneschool
Incidences of physical restraint are to be communicated directly with a parent or carer
Workplace, health and safety reports are to be made when required to look after staff and student well-being
Incident reports are completed on Oneschool when injury has occurred to staff or student
In applying consequences for unacceptable behaviours, the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times. Avoca State School uses a range of consequences that are:

- **Supportive**: Consequences are applied within the context of a proactive support system that focuses on prevention and instruction. Targeted and intensive behaviour support will be implemented with individual behaviour support plans being developed for students who display chronic problem behaviour.

- **Fair**: When determining consequences for serious misbehaviour, it is important that the principles of natural justice are followed. Students should be made fully aware of allegations against them and be given an opportunity to respond. Decisions on consequences should be made without prejudice or bias. The student’s age, cultural background, emotional wellbeing and any other contextual factors should be taken into account. Consideration should also be given to the student’s past and relevant disciplinary history. Where there is a choice of consequences and/or extenuating circumstances, the Principal will make the final determination.

- **Logical**: Consequences are most effective when students can see the connection between their behaviour and the resulting consequence. Logical consequences for both positive and negative behaviour should be applied consistently, calmly, firmly and without prejudice. Staff and students should be aware of the progression from minor to major consequences for continued disruptive behaviour.

- **Consistent**: There should be a consistent approach to applying consequences across the school to ensure safety, allow opportunities for students to learn and to assist students who exhibit challenging behaviours to accept personal responsibility for their actions.

<table>
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<tr>
<th>Level</th>
<th>Indicative Behaviour</th>
<th>Possible Consequences</th>
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</table>
| Level 1 Positively Self-Managing Student | At this level, all students are on task and no disciplinary action is required.       | Positive reinforcement of appropriate behaviours and positive achievements could include:  
  - verbal reinforcement  
  - record of achievements for formal acknowledgement  
  - phone calls/letters/emails to parents for good behaviours/achievements. |
| Level 2 Class Teacher          | Inappropriate student behaviours to be dealt with at this level include:  
  - minor incidents  
  - ignoring instruction  
  - lateness to class  
  - littering  
  - verbal abuse  
  - uniform/hair/makeup/jewellery transgressions  
  - calling out in class  
  - rough play | Teacher initiated actions could include:  
  - verbal negotiation  
  - playground “Time Out” seat  
  - reminder of classroom expectations  
  - in-class withdrawal to “Planning Area”  
  - removal from classroom for one-on-one resolution  
  - send student to buddy class  
  - assign student to accompany teacher on playground duty  
  - contact with parents.  
  - send student to the “Help Room” (playtime misdemeanours only) |
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| Level 3  
Class Teacher and Parent | Inappropriate student behaviours to be dealt with at this level include:  
- continued level two behaviours  
- referrals from class teacher or specialist teacher  
- repeated defiance  
- all forms of bullying |  
- monitoring program  
- resolution meeting as required between teacher, aggrieved party and student  
- peer mediation or restorative conference  
- Classroom Behaviour Support Plan  
- restitution  
- parent contact  
- possible referral to Deputy Principal or Principal |
| Level 4  
Class Teacher & Parent & Deputy Principal & Principal & Guidance Officer. | Inappropriate student behaviours to be dealt with at this level include:  
- continued level three behaviours  
- stealing  
- truancy  
- unexplained absence  
- physical aggression  
- smoking  
- pornography  
- intimidation of staff  
- vandalism  
- sexual harassment/ misconduct. |  
Principal and/or Deputy Principal initiated actions in response to inappropriate student behaviour:  
- data-based referral processes  
- Student Support Committee consulted where appropriate to develop team response  
- parent/carer interview  
- time out in office  
- referral to outside agency  
- referral to/consultation with the Deputy Principal and/or Principal  
- possible suspension  
- restorative conference on return from suspension  
- possible Police notification |
| Level 5  
Class Teacher & Parent & Deputy Principal & Principal & Guidance Officer, Positive Learning Centre (PLC), Interagency Support | Inappropriate student behaviours to be dealt with at this level include:  
- extreme or repeated incidence of level four behaviour  
- possession of drugs  
- possession of a weapon  
- supply of drugs  
- use of a weapon  
- violent assault. |  
Principal, in consultation with Deputy Principal, determines the most appropriate course of action which may include any of the following:  
- Individual Behaviour Agreement  
- Parent/Carer interview  
- Possible suspension in line with Education Queensland Policy SM - 16 Student Disciplinary Absences  
- possible recommendation for exclusion in line with Education Queensland Policy SM -16 Student Disciplinary Absence |

Suspensions, and suspensions with a recommendation to exclude will only be used after consideration has been given to all other responses.

Serious misbehaviour by a student such as supplying drugs, use of a weapon and violent assault will always result in them progressing to level 5 and will likely result in the most serious of consequences.
7. The network of student support

A team approach to behaviour support includes the involvement of school administrators, staff, students, parents and members of the wider community and personnel from other agencies including:

- Transition to School Development Assessment Team (TISDAT)
- Child and Youth Mental Health service
- Medical specialists
- Special Needs personnel
- Positive Learning Centre
- Guidance services
- Chaplaincy services
- Department of Communities
- Department of Child Safety
- Police

8. Consideration of individual circumstances

(a) Avoca State School considers all factors when responding to student behaviour, including culture, gender, race, socio-economic situation and impairment.

(b) To ensure alignment with the Code of School Behaviour, responses to inappropriate behaviour at Avoca will consider the particular situation and context, the individual circumstances and actions of students, and the needs and rights of the school community. A range of whole school, targeted and intensive strategies will be utilised to cater for the diverse needs of our students. These strategies will be empowered by our strong focus upon quality curriculum, quality organisational practices and quality interpersonal relationships.

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

11. Some Related Resources

- National Safe Schools Framework (ncab.nssfbestpractice.org.au/resources/resources.shtml)
- National Framework for Values Education in Australian Schools (www.valueseducation.edu.au)
- National Framework for Values
- William Glasser’s Choice Theory
Avoca State School

‘POLICY AGAINST BULLYING’

Avoca State School does not tolerate bullying in any form. All members of the school community are firmly committed to putting an end to bullying and ensuring that students can learn well in a safe and caring environment.

1. What is bullying?

Bullying can be described as a systematic abuse of power. Bullying occurs when a more powerful person or group of persons threatens or hurts the body or feelings of a less powerful person. Bullying may be a single incident or repeated a number of times.

2. Types of bullying

Types of bullying include:

**Verbal Bullying**: e.g.
- teasing
- put downs
- threats

**Emotional Bullying**: e.g.
- leaving people out of activities
- telling others to leave people out
- not speaking to a person

**Physical Bullying**: e.g.
- pushing, punching, kicking, spitting etc
- damaging property
- stealing property

**Cyber bullying** can be described as any harassment, insults and humiliation that occurs through the electronic mediums such as email, mobile phone, social networking sites, instant messaging programs, chat rooms, websites and through the playing of online games.

Forms of Cyber bullying can include:
- harassing and threatening messages
- sending nasty SMS, IM’s pictures or prank phone calls
- Using person’s screen name or password to pretend to be them
- Forwarding others’ private emails, messages, pictures or videos
- Posting mean or nasty comments or pictures
- Intentionally excluding others from an online group
3. Effects of bullying

Victims of bullying feel frightened, helpless, embarrassed and angry. Their ability to work, sleep or concentrate may suffer. Relationships with family, friends and classmates may deteriorate. Victims often are unsure about what to do to stop bullying.

4. Plan to deal with bullying

As a school community, we recognize that bullying can only be eliminated if it is reported and dealt with wherever it occurs. We accept that everyone has a role in preventing bullying.

a) This requires staff to:
   - be open to talk to students who seek help with incidences of bullying
   - be role models in word and action at all times
   - be observant of signs of upset due to incidents of bullying
   - make efforts to remove occasions of bullying by pro-active patrolling during playground duty
   - make attempts to immediately address incidents of bullying wherever possible. take steps to help all children learn to use the “Cool” approach to handling bullying
   - refer all serious incidents of bullying to the Principal or Deputy Principal.

b) This requires students to:
   - refuse to be involved in bullying behaviour
   - encourage other students to avoid bullying behaviour
   - report incidents of bullying behaviour to the teacher on playground duty, the classroom teacher or to the deputy principal or principal
   - use the “Cool” approach if they are bullied or harassed

c) Avoca State School encourages parents and guardians to:
   - watch for signs of distress in their children e.g. torn clothing, bruising, unwillingness to attend school, requests for extra money, missing school items, patterns of headaches etc
   - take an active interest in their children’s social life and acquaintances
   - advise their children to use the “Cool” approach to handling bullying and to report incidents of bullying to members of school staff
   - encourage their children not to retaliate
   - discuss incidents of suspected bullying with school staff

d) Cyber bullying will be addressed by:
   - utilizing MIS filtering capabilities to monitor school based student email
   - education programs about cyber bullying to be delivered in the Health program
   - Mobile phone policy which prohibits the possession of mobile phones and other electronic devices during school times and which offers secure daily storage of such items
5. Dealing with bullies

People who bully will be counselled by staff and appropriate consequences applied as outlined in the Avoca Responsible Behaviour Plan for Students. They will be provided with opportunities to modify their behaviour and their commitment to new behaviours will be monitored.

6. Conclusion

No one deserves to be bullied and it will not be tolerated at our school. If staff, students and parents work together to eliminate bullying we will ensure that Avoca is a supportive and caring school where quality learning takes place.


Additional Notes:
- this policy will be reviewed annually
- other anti-bullying resources are available from the school library

Acknowledgments:
- resources accessed to help develop this policy were:
  - ‘Friendly Kids – Friendly Classrooms’ Helen McGrath & Shona Francey
  - ‘Bullying & Schools – What to do about it’ Ken Rigby
  - ‘School Bullying – insights & Perspectives’ Peter K Smith & Sonia Sharp
‘The Cool Approach’

WHEN SOMEONE BULLIES YOU:

- Stand tall.
- Look in their eyes (but not in a threatening way).
- Speak in a firm, not angry voice.
- Tell them to stop annoying you or firmly ignore their behaviour and walk away from them.
- Stay in control of yourself.

IF THEY WON’T STOP:

- Remember to Stay Cool and Stand Tall.
- Look in their eyes (but remember, not in a threatening way).
- Say their name (if you know it).
- Say firmly and in a slightly louder than normal voice something like, “Cut it out” or “No more”.
- “If you don’t stop it, I am going to report you”. STAY COOL AND WALK CALMLY AWAY.
- If they follow you or keep doing it, you should report it to a teacher on duty, your classroom teacher, the deputy principal or the principal as soon as you feel it is safe to do so.

REPORTING BULLYING:

- Approach the teacher, look in their eyes and stand tall.
- In a firm voice, tell them what the problem is and what you have done to deal with it.

Remember to also tell Mum and Dad what has happened and how you handled the bullying.
'Standing Up for Yourself'

THE COOL WAY IS TO:

- Tell them to stop annoying you or firmly ignore their behaviour and walk away from them.
- Speak in a firm, not angry voice.
- Stand Tall.
- Look in their eyes firmly (but not in a threatening way).
- Stay in control of yourself.

THE AGRO WAY IS TO:

- Push, punch, trip or kick another person.
- Speak discourteously.
- Use insults and put-downs.
- Call people names, make blaming comments, or try to make people feel ashamed.
- Have a really angry expression on your face.
- Shout and yell.
- Swear.
- Stand close to the person and act in a threatening manner.
- Lose control of yourself.

THE WEAK WAY IS TO:

- Give in to others when you don’t want to.
- Let other people continue to do bad things to you.
- Talk quietly, mumble or speak hesitantly.
- Cry or sulk or sob without trying to deal with the problem yourself first.
- Look down at the ground when you are speaking
- Stand small, as if you are trying to hide.