Responsible Behaviour Plan for Students

1. Purpose

Vienna Woods State School is committed to providing a culture of safe, respectful and disciplined learning for students and staff. This is developed through providing opportunities to engage in quality learning experiences and acquire values supportive of 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.

2. Consultation and data review

Vienna Woods is working towards becoming a School Wide Positive Behaviour School. We are currently updating our rules and procedures to reflect our focus.

Staff consultation was completed through staff meetings and behaviour committee meetings to refine the plan. The P&C body was fully involved in discussions.

A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2012 - 2014 also informed the development process.

The plan was endorsed by the Principal, the President of the P & C and Assistant Regional Director in 2014 and will be reviewed in 2015 as required in legislation.

3. Learning and behaviour statement

All areas of Vienna Woods State School are learning and teaching environments. We consider behaviour management to be an integral aspect of academic and social learning as well as a means of maximising the self worth of individual students.

Our Responsible Behaviour Plan outlines the Vienna Woods strategies for developing positive behaviours while responding to unacceptable behaviours in order to create and maintain a positive and productive learning and teaching environment, where 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:

- Be a learner
- Be respectful
- Be safe
- Be your best

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**

Vienna Woods State School implements the following proactive and preventative processes and strategies to support student behaviour:

- Positive Behaviour for Learning Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices
- Intensive or Targeted 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 1)
  - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).
  - Attendance Policy (Appendix 3)

**Vienna Woods Rewards Positive Behaviour**

Our school focuses on our school rules which are reiterated through weekly lessons. Targeted behaviour is highlighted at the school parade and through explicit lessons and classroom discussions during the week. Student awards are given on parade for students in each class who display the focused behaviour.

Students may also receive a 'Gotcha' award for following the school rules or demonstrating positive behaviours both in the classroom and in the playground. Each month a representative from a local business provides prizes for students.

Students collect Gotcha's until they get ten. These can be traded for a Super Gotcha and a token for the weekly prize draw. Students work towards a Bronze Award (30 Gotcha's), Silver Award (60 Gotcha's) and a Gold Award (100 Gotcha's). Each Semester a special parade is held to recognise these awards.

**Responding to unacceptable behaviour**

Behaviour support is expected to be applied along a consistent pattern throughout our school and represents an important opportunity for learning how to get along with others.

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

When a student shows signs of low-level problem behaviour, staff members are expected to deal with the issue as soon as possible using non-threatening techniques to remind the student of expected school behaviour. These techniques include:
- verbal and non-verbal reminders
- redirection
- visual displays

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.

**Classroom Rules**

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In class, the same rules apply and students are explicitly taught lessons to ensure they fully understand the expectations.

**Rule Features**
1. Specific, observable behaviour
2. Visually displayed in all learning areas
3. Explicitly teach each week through focus lessons, model correct and incorrect behaviours to make it clear.

**Positive Consequences**
Levels:
1. Individual – eg. Some teachers use stickers, tokens, stars and ticks on charts in addition to Gotcha’s
2. Whole class – eg. Some teachers use marble jar for a class celebration when jar is filled or raffle tickets in a box
   - never take back stickers, marbles etc. use realistic timeframes to reward
   - treat reward – at end of term for students with no strikes
   - send to office for good work / behaviour – lower grades with class bear / toy
3. Positive Behaviour Awards - Gotcha Awards. 10 are traded for a Super Gotcha. 30 for Bronze Award, 60 for Silver Award, 100 for Gold Award.

**Talking with students generally**
Staff are encouraged to accentuate both positive and affirmative actions when dealing with students and their behaviour.

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**Targeted behaviour support**

Some students at Vienna Woods are identified through our data as needing some additional targeted behavioural support. In most cases the frequency of their behaviours may put these students’ learning and social success at risk if not addressed in a timely manner.

Our Learning Enhancement Team meets on a weekly basis to determine and prioritise individual needs. Communication with teachers and parents is a high priority in the quest for effective strategies in dealing with special needs.

Some of the school support strategies include
- Classroom plans
- STLan referral
- Behaviour AVT support
- Guidance support and assessment
- Specialist support agencies

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**Intensive behaviour support**

Vienna Woods 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 Learning Enhancement Team:
- works with other staff members to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection

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• makes adjustments to the individual learning environments as required
• works with the School Behaviour Leadership Team to achieve continuity and consistency in the school routine.

The Learning Enhancement Team has an efficient referral system in place. Following referral, team members contact relevant personnel to develop a support structure 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 regional-based behavioural support staff.

5. Emergency responses or critical incidents

Our school strives to ensure that staff have a consistent understanding of how to respond to emergency situations or critical incidents. 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.

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).
Outline steps to be taken in emergency response situations, including debriefing plans after a critical incident.
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

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• posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Vienna Wood’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.

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
• 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 report
• Health and Safety incident record (link)

6. Consequences for unacceptable behaviour

Examples of unacceptable behaviours include but not limited to:
Swearing, violence, aggression, destroying property, stealing, defiance, leaving classroom or school premises without permission, sexual misconduct, disrespect to others.

Hierarchy needs to be understood by all:
a. Rule reminders (try to nip problem behaviour in bud before the need for steps)
b. Proactive preventative measures (set up students for success eg. John not paying attention on carpet time “Come and sit next to me”)
   Brush up on Essential Skills for Classroom Management
   1st step is warning eg. “John you’ve called out again (always state behaviour), I’ve already reminded you about this, you’ve chosen a step.”
   2nd step Name moved to 2nd level-Think about your behaviour (classroom behaviour chart)
   3rd step Name moved to 3rd level-time out
   4th step is to send to Time Out in Buddy class room to complete work and reflection sheet. All Buddy classroom referrals will result in a session in the
Responsible Thinking Room (RTC). Teacher to send note home or phone parent and record on One School.

Length of Time Out depends on year level. Ensure that it is appropriate for the age group of child. Many Year 1-4 classes use 2 mins then 5 mins at time out desk. Many Yr 5-7 classes use 5 mins, then 10 mins for time out.

When student returns from Responsible Thinking Room it is important to talk 1:1 with student before they rejoin class activities. Keep talk simple and factual so student understands what they did and what they need to change. Repeated RTC visits by students may require Principal/teacher/parent conference.

School Disciplinary Absences (SDAs) 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 proposals 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 following school.

**Behaviour Improvement Conditions** – 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.

**Proposals for Exclusion** – a principal may propose 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 following 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 proposed for exclusion if they are in breach of behaviour improvement conditions.

7. **Network of student support**

Students at Vienna Woods State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:
- Parents
• Teachers
• Support Staff
• Administration Staff
• Guidance Officer
• Advisory Visiting Teachers

Support is also available through the following government and community agencies:
• Disability Services
• Child and Youth Mental Health
• Queensland Health
• Department of Communities (Child Safety Services)
• Police
• Local Council

8. Consideration of individual circumstances

Vienna Woods State School considers the individual circumstances of students at all times when applying support and consequences by:
• promoting an environment which is supportive of students needs and considerate of their circumstances
• establishing procedures for equitable consequences for infringement of the code
• recognising the rights of all students to:
  o express opinions in an appropriate manner and time
  o work and learn in a safe environment regardless of their circumstances and situations and
  o 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 2011
• Workplace Health and Safety Regulation 2011
• Right to Information Act 2009
• Information Privacy (IP) Act 2009

10. Related departmental procedures

• Statement of expectations for a disciplined school environment policy
• Safe, Supportive and Disciplined School Environment
• Inclusive Education
• Enrolment in State Primary, Secondary and Special Schools
• Student Dress Code
• Student Protection
• Hostile People on School Premises, Wilful Disturbance and Trespass

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• Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
• Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems
• Managing Electronic Identities and Identity Management
• Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
• Temporary Removal of Student Property by School Staff

11. Some related resources
• National Safe Schools Framework
• National Safe Schools Framework Resource Manual
• Working Together resources for schools
• Cybersafety and schools resources
• Bullying. No way!
• Take a Stand Together

Endorsement

Jacqueline Fielder
Principal

Kim Herman
P&C President
Chair, School Council

Samantha Knowles
Principal's Supervisor

Date effective:
from 14/9/14 to 14/9/15

Appendix 1

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The Use of Personal Technology Devices* at School

This policy reflects the importance of courtesy, consideration and respect for others whenever they are using personal technology devices.

Certain Personal Technology Devices Banned From School

Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

Confiscation

Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Personal Technology Device Etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be placed with the school administrative staff for safe keeping during the school day and collected after school.

Recording voice and Images

Every member of the school community should feel confident about participating fully in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

* Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
• recording; and/or disseminating material (through text messaging, display, internet uploading etc); and/or knowingly being a subject of a recording

Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to QPS.

Text communication
The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school, should ensure they keep the message as evidence and bring the matter to the attention of the school office.

Assumption of cheating
Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

Recording Private Conversations and the Invasion of Privacy Act 1971
It is important that all members of the school community understand that under the Invasion of Privacy Act 1971, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

Special Circumstances Arrangement
Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

* Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchi®, laptop computers, PDAs, Blackberry®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.

Appendix 2

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Procedures for Preventing and Responding to Incidents of Bullying
(including Cyber bullying)

Purpose

1. Vienna Woods State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
   - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
   - raising achievement and attendance
   - promoting equality and diversity and
   - ensuring the safety and well-being of all members of the school community.

2. There is no place for bullying in Vienna Woods State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community’s goals and efforts for supporting all students.

3. Bullying behaviours that will not be tolerated at Vienna Woods State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

4. Bullying may be related to:
   - race, religion or culture
   - disability
   - appearance or health conditions
   - sexual orientation
   - sexist or sexual language
   - young carers or children in care.

5. At Vienna Woods State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.
**Rationale**

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

7. The anti-bullying procedures at Vienna Woods State School are an addition to our already research-validated school wide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

**Prevention**

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school wide universal behaviour support practices will be maintained at all times. This will ensure that:

   - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
   - All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
   - All students have been or are being taught the specific routines in the non classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
   - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non classroom areas of the school
   - A high level of quality active supervision is a permanent staff routine in the non classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non classroom areas.

9. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a school wide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

10. An initial introductory discussion is delivered, which highlights the skills for positive behaviour.

11. The introductory discussion is followed by weekly lessons, each of which focuses on the skill of the week. These lessons include the values and consequences of the highlighted skills.

12. Vienna Woods State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time.