Herberton State School P-10

Responsible Behaviour Plan for Students

Based on The Code of School Behaviour

1. Purpose
Herberton State School P-10 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.

2. Consultation and data review
Herberton State School P-10 has developed this plan in collaboration with our school community as part of our School Wide Positive Behaviour Support framework. This has been an essential part of the Herberton State School behaviour framework since 2008. Broad consultation with parents, staff and students has been undertaken through survey distribution and community meetings. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Regional Executive Director or Executive Director (Schools) in December 2009, and has been reviewed in 2012 as required in legislation.

3. Learning and behaviour statement
All areas of Herberton State School P-10 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 Herberton State School P-10 to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

- Be safe
- Be respectful
- Be a learner

Our school rules have been agreed upon and endorsed by all staff and our school P&C Association. They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour.

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 Herberton State School P-10 we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Herberton State School P-10 is a SWPBS 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 three school rules. The School wide Expectations Teaching Matrix outlines our agreed rules and specific behavioural expectations in all school settings. This matrix is available on the school’s website http://www.herbertonss.eq.edu.au/

These expectations are communicated to students via a number of strategies, including:

- Specific classroom teaching of expected behaviours
- Whole school implementation of the “You Can Do It Program”
- A variety of other social emotional learning programs
- Focused learning episodes for students on orange and red levels
- Class and school-wide celebration activities
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.

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

- Behavioural expectations communicated to parents through newsletters, class teacher letters home, school website, enabling parents to be actively and positively involved in school behaviour expectations.
- School SWPBS team members regular provision of information to staff and parents, and support to others in sharing successful practices
- Comprehensive induction programs in the Herberton State School P-10 Responsible Behaviour Plan for Students delivered to all students at the commencement of the school year and to new students as well as new and relief staff.
- Individual support profiles developed by the staff through the SWPBS Team 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).

Reinforcing expected school behaviour

At Herberton State School P-10 communication of our key messages about expected behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained in the “Essential Skills for Classroom Management” and “Better Behaviour Better Learning” to give consistent and appropriate acknowledgement and rewards. New teachers who arrive at Herberton also undertake this training as part of their induction. A classroom profiling and teacher coaching program is also part of the Herberton State School’s behaviour improvement strategy.

When we follow our school rules/standards:

- We feel good about ourselves, and we can make others feel proud of us
- We are respected by others and have a better chance of making friends
- We give ourselves and others a better chance to learn more
- We stay safe and healthy
- We can work and play in a school we feel proud of.

Approximately 80% to 90% of our students will have little or no difficulties in demonstrating these expected behaviours.
GREEN LEVEL
Whole-School Behaviour Support (100% of students)

ORANGE LEVEL
Targeted Behaviour Support
(approximately 10 - 15%)

RED LEVEL
Intensive Behaviour Support
(approximately 0 - 5%)
Behaviour Levels

Our Responsible Behaviour Plan for Students consists of three behaviour levels—Green, Orange and Red.

**Green:** All students are assigned to this level when they arrive at Herberton State School and also commence each year at this level.

**Orange:** An interim level used by teachers to assist students to make better choices.

**Red:** Students require administration intervention in order to manage their own behaviour.

**GREEN LEVEL:** Students on this level **manage their own behaviour** by being safe, being respectful and being learners.

<table>
<thead>
<tr>
<th>BEHAVIOURS</th>
<th>ACKNOWLEDGEMENTS</th>
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<tbody>
<tr>
<td>Students on GREEN Level make “Up and Clean” choices.” Student behaviour will include the following, most of the time:</td>
<td>Students on this level are:</td>
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<tr>
<td>• Being safe</td>
<td>• entitled to be involved in school sporting and social events including excursions not directly related to assessment</td>
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<tr>
<td>• Being respectful</td>
<td>• eligible for student leadership positions</td>
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<tr>
<td>• Being a learner</td>
<td>• recognised and celebrated for their “Up and Clean” choices at a class and school level.</td>
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</tbody>
</table>

**ORANGE LEVEL:** This level is a warning to students who are developing a pattern of negative behaviour choices.

<table>
<thead>
<tr>
<th>BEHAVIOURS</th>
<th>CONSEQUENCES</th>
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</thead>
<tbody>
<tr>
<td>Students on ORANGE Level are warned that they are making some “Down and Mean” choices. Classroom records indicate that students are continuing negative behaviour.</td>
<td>Students on this level may be subject to:</td>
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<tr>
<td></td>
<td>• Time out</td>
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<td></td>
<td>• Buddy classroom</td>
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<td>• Session Report</td>
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<td>• Loss of access to extracurricular activities</td>
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<td></td>
<td>• Orange Letter home informing parents/carers of student’s behaviour and subsequent school consequences.</td>
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</tbody>
</table>
**RED LEVEL:** Students at this level **have not accepted their responsibilities.**

**BEHAVIOURS**

Students on RED Level are continuing to make “Down and Mean” choices - not accepting responsibilities. Student behaviour could include:

- Persistent disruption
- Harassment
- Absence without permission
- Unsafe behaviour
- Refusal to follow instructions
- Damaging property
- Minor theft
- Inappropriate language
- Breach of Mobile phone/digital devices policy

**CONSEQUENCES**

Students on this level may be subject to:

- Red Letter home informing parents/carers of student’s behaviour and subsequent school consequences.
- Interview with Administration
- Individual Behaviour Management Plan (including session report)
- In-school suspension
- Loss of access to extra-curricular activities

**Administration Behaviour Levels**

There are also two levels used by administration (i.e. Principal, HOC and HOD). These are referred to as Red Level A1 and Red Level A2. These are applied in situations that are of a more serious nature.

**Red Level A1**

- Students at this level have committed a significant breach of their responsibilities.
- Their behaviour is a more serious or persistent discipline problem.
- Students must be referred to Administration.

**BEHAVIOURS**

Student behaviour could include:

- continued failure to comply with acceptable standards and disciplinary measures; or continual disruption to the teaching and learning environment
- repeated harassment;
- physical and verbal assault;
- possession of contraband goods;
- repeated non-compliance with personal technology devices policy
- damage to or theft of school or personal property;
- continued unacceptable absences from class;
- persistent unsafe behaviour;
- using abusive language or being offensive;
- breach of computer user agreement;
- smoking;
- truancy.

**CONSEQUENCES**

**Mandatory**

- parents notified of the incident/s and consequence/s by telephone and letter;
- student interviewed by administration;

**Possible**

- loss of access to extra-curricular activities;
- case conference with parents/carers;
- referral to Guidance Officer/Community Education Counsellor/School Health Nurse/Child & Youth Mental Health/Social workers;
- placed on a Session Report;
- afternoon detentions;
- withdrawal from classes;
- suspension (1-10 days);
- complete a ‘Quit Smoking’ program;
- police contacted;
- school community service;
- develop an Individual Management Behaviour plan with Guidance Officer or Case Manager.
Red Level A2

- Students at this level have shown major disregard for their responsibilities are continuing to choose behaviour that are prejudicial to the good order and management of our school.
- They have continued to ignore the rights of other people within the school community.
- Students must be referred to Administration.

BEHAVIOURS
Student behaviour could include:
- possession, use or selling of illegal drugs or implements for use of an illegal drug (or in the company of same)
- continued gross misbehaviour;
- dangerous behaviour;
- violence;
- repeated/significant damage to or theft of school or personal property;
- ongoing non-compliance with the personal technology devices policy
- serious vandalism;
- possession/use/selling of illegal items;
- continual smoking offence;
- continued disruptive behaviour affecting the education of other students;
- repetition of Red Level A1 behaviour.

CONSEQUENCES
Mandatory
- student interviewed by administration;
- administration will inform parents by telephone and letter of the incident/s and consequences;
- parents meeting to discuss the student’s future;

Possible
- loss of access to extra-curricular activities
- lunchtime isolation
- suspension (11-20 days) and/or proposal to exclude;
- referral to a member of the School’s welfare team
- student placed on a Session Report;
- withdrawal from classes;
- student asked to develop an Individual Behaviour Management plan with the Guidance Officer or Case Manager;
- police contacted;
- school community service.

Positive Notice Herberton State School P-10

Staff members nominate students for acknowledgments in the form of awards and or whole school recognition when they observe these students following school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. Awards are presented to students on assembly to celebrate appropriate in class and out of class behaviours.

Responding to unacceptable behaviour

It is a community expectation that students come to school to learn and teachers come to school to teach. Behaviour support represents an important opportunity for learning how to get along with others.

Re-directing low-level and infrequent problem behaviour to maintain a safe supportive learning environment

When 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 to be 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.
Targeted behaviour support: Herberton Upskilling Group (HUG)

Each year a small number of students at Herberton State School P-10 are identified through our data collection and analysis by the Student Support Team, as needing a little bit extra, in the way of targeted behavioural support. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students’ learning and social success at risk if not addressed in a timely manner.

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

The HUG program 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 response process, and the reporting responsibilities of staff and of the students being supported.

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

Intensive behaviour support: SWPBS Team

Herberton State School P-10 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 Herberton State School P-10 SWPBS Team:

- identifies and directs appropriate support services that may be able to assist in behaviour modification e.g. Guidance Officer, School Nurse, LST
- 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 Student Support Team to achieve continuity and consistency.

The Herberton State School P-10 Student Support Team has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. 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 staff.

4. Consequences for unacceptable behaviour

Herberton State School P-10 makes systematic efforts to promote and teach expectations/standards to minimise disruption to the learning environment by inappropriate behaviour choices. This is the philosophy of the SWPBS framework. 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. Inappropriate student behaviours are recorded in One School and are continually monitored and analysed by the SWPBS Team.

Minor and major behaviours

When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- **Minor** problem behaviour is handled by staff members at the time it happens
- **Major** problem behaviour is referred directly to the school Administration team
**Minor** behaviours are those that:
- are minor breeches 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 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 out), 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 students and staff in the learning area
- put others/self at risk of harm including bullying
- require the involvement of school administration.

**Major** behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then either contacts the office in the first place and they subsequently complete a OneSchool report. The situation will determine the need for immediacy and the subsequent referral process.

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

- **Red Level A1:** Parent contact, referral to Guidance Officer, referral to Student Support Team, suspension from school
- **Red Level A2:** Students who engage in very serious problem behaviours such as major violent physical assault, persistent bullying or the use or supply of weapons or supply or use drugs can expect to be recommended for exclusion from the school following an immediate period of suspension.
The following table outlines examples of major and minor problem behaviours:

<table>
<thead>
<tr>
<th>Area</th>
<th>Minor</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Movement around school</td>
<td>• Running on concrete or around buildings</td>
<td>• Throwing objects</td>
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<tr>
<td></td>
<td>• Running in stairwells</td>
<td>• Possession of weapons</td>
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<tr>
<td></td>
<td>• Not walking bike in school grounds</td>
<td></td>
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<tr>
<td>Play</td>
<td>• Incorrect use of equipment</td>
<td>• Serious physical aggression</td>
</tr>
<tr>
<td></td>
<td>• Not playing school approved games</td>
<td>• Fighting</td>
</tr>
<tr>
<td></td>
<td>• Playing in toilets</td>
<td></td>
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<tr>
<td>Physical contact</td>
<td>• Minor physical contact (eg: pushing and shoving)</td>
<td>• Serious physical aggression</td>
</tr>
<tr>
<td></td>
<td>• Not wearing a hat in playground</td>
<td>• Fighting</td>
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<tr>
<td>Correct Attire</td>
<td>• Not wearing shoes outside</td>
<td></td>
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<tr>
<td></td>
<td>• Possession or selling of drugs</td>
<td></td>
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<tr>
<td>Other</td>
<td></td>
<td></td>
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<tr>
<td>Class tasks</td>
<td>• Not completing set tasks that are at an appropriate level</td>
<td>• Leaving class without permission (out of sight)</td>
</tr>
<tr>
<td></td>
<td>• Refusing to work</td>
<td>• Leaving school without permission</td>
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<tr>
<td>Being in the right place</td>
<td>• Not being punctual (eg: lateness after breaks)</td>
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<tr>
<td></td>
<td>• Not in the right place at the right time.</td>
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<tr>
<td>Follow instructions</td>
<td>• Low intensity failure to respond to adult request</td>
<td>• Stealing/major theft</td>
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<tr>
<td></td>
<td>• Unco-operative behaviour</td>
<td>• Willful property damage</td>
</tr>
<tr>
<td>Accept outcomes for behaviour</td>
<td>• Minor dishonesty</td>
<td>• Vandalism</td>
</tr>
<tr>
<td>Mobile Phone</td>
<td>• Student being in possession of a mobile phone in any part of the school at any time without authorisation (written permission from an authorised staff member)</td>
<td>• Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation</td>
</tr>
<tr>
<td>Language</td>
<td>• Inappropriate language (written/verbal)</td>
<td>• Offensive language</td>
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<td></td>
<td>• Calling out</td>
<td>• Aggressive language</td>
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<td></td>
<td>• Poor attitude</td>
<td>• Verbal abuse/directed profanity</td>
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<td></td>
<td>• Disrespectful tone</td>
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<tr>
<td>Property</td>
<td>• Petty theft</td>
<td>• Major bullying/harassment</td>
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<tr>
<td></td>
<td>• Lack of care for the environment</td>
<td>• Major disruption to class</td>
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<tr>
<td>Others</td>
<td>• Not playing fairly</td>
<td>• Blatant disrespect</td>
</tr>
<tr>
<td></td>
<td>• Minor disruption to class</td>
<td>• Major defiance</td>
</tr>
<tr>
<td></td>
<td>• Minor defiance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Minor bullying/harassment</td>
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<tr>
<td>Rubbish</td>
<td>• Littering</td>
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</tr>
</tbody>
</table>

Relate unacceptable 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 an identified unacceptable behaviour be repeated, the staff member should not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Ensuring consistent responses to problem behaviour

At Herberton State School P-10 staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school. Students also receive training about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.