



## The Code of School Behaviour

Better Behaviour  
Better Learning

# Vale View State School

## Responsible Behaviour Plan for Students

based on *The Code of School Behaviour*

### Rationale

Vale View State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This *Responsible Behaviour Plan for Students* is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

Our school motto is “Strive to Grow”. We foster and develop children’s pride in their school, classroom, community and self through our daily operations and policies and value student improvement academically, socially and emotionally.

### 1. Consultation and data review

Vale View State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held during 2013. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2013-2017 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and South East Region Assistant Regional Director and will be reviewed in 2020 as required in legislation.

### 2. Learning and behaviour statement

Staff and students at Vale View State School have the right to work to their potential, free from disruption, abuse or threat in a safe and supportive environment. Our *Responsible Behaviour Plan* outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Our school plan outlines clear and consistent shared expectations for student behaviour in order to create and maintain a productive, safe and supportive learning and teaching environment.

Our school community has identified the following school rules to help promote these expectations:



## The Code of School Behaviour

Better Behaviour  
Better Learning

- Safety
- Effort
- Respect
- Self-responsibility

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. These are visible in all areas of our school.

These expectations are communicated to students during lessons as reminders of expected behaviours. They are written in simple language that can be used in discussions with students about their behaviour. e.g. Are you acting in a safe manner?

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

Vale View State School uses a three-tiered approach to facilitating standards of positive behaviour and responding to unacceptable behaviour.

#### 1. Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Vale View State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

Teachers being organised is a vital part of behaviour support as research into teaching has shown that those teachers who are well organised inspire their students to spend more time on-task, leading to better academic outcomes and spend less time interrupting.

We believe in a balanced approach to behaviour management balanced on clear expectations, acknowledgement of good behaviour and correction of inappropriate behaviour (see appendix 1).



The Code of  
**School  
Behaviour**

Better Behaviour  
Better Learning

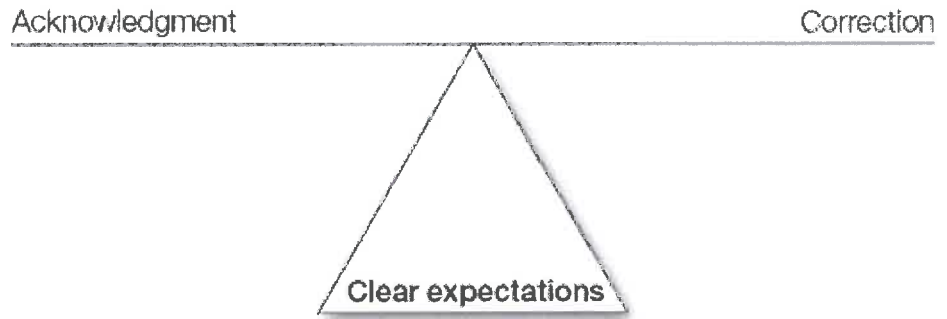
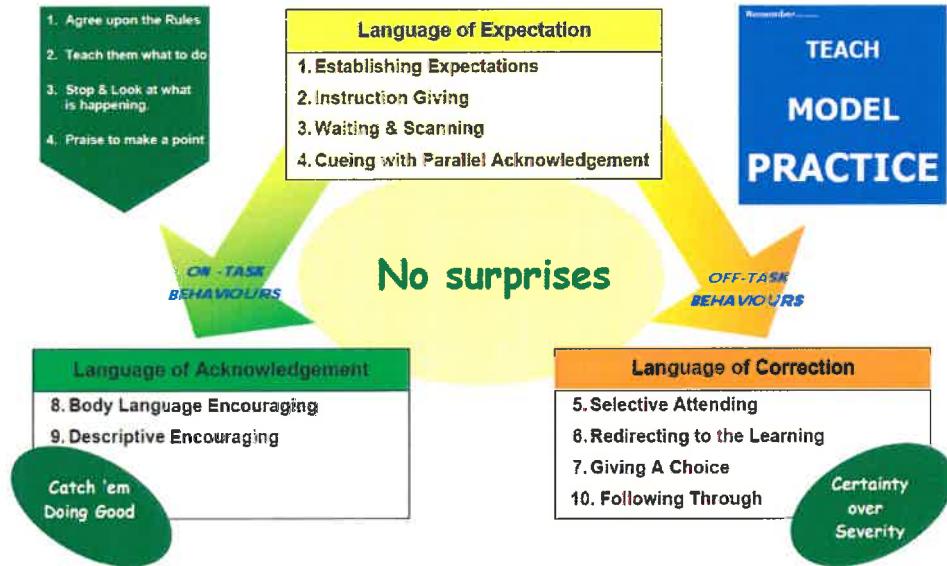


Figure 1: The Balance Model of Behaviour Management

In-service in the 'Essential Skills for Classroom Management' is provided to all staff members as well profiling opportunities to help build staff behaviour management capacity.

**ESSENTIAL SKILLS FOR BUSY TEACHERS**



We agree that all rules needed to be succinct so that everyone involved was using a consistent language. A set of behavioural expectations are on display in all teaching and eating areas. Staff are instructed to use the language expressed in our rules when correcting behaviour. e.g. Are you acting safely? They are also instructed to use this language when commenting positively on behaviour. e.g. Great to see you caring for school property.



## The Code of School Behaviour

Better Behaviour  
Better Learning

Rule		Consequences	
		Positive	Negative
<b>S</b> afety	<ul style="list-style-type: none"> <li>Act in a safe manner</li> </ul>	<ul style="list-style-type: none"> <li>Praise</li> <li>Class rewards</li> <li>Increase your confidence</li> </ul>	<ul style="list-style-type: none"> <li>Correct behaviour</li> <li>Time out</li> <li>Parent contact (repeated or severe offence)</li> </ul>
<b>E</b> ffort	<ul style="list-style-type: none"> <li>Do your best work</li> <li>Listen carefully and follow instructions</li> </ul>		
<b>R</b> espect	<ul style="list-style-type: none"> <li>Care for people and property</li> </ul>		
<b>S</b> elf-responsibility	<ul style="list-style-type: none"> <li>Own your behaviour</li> </ul>		

We believe that feedback on student behaviour needs to be explicit. For this reason, each class uses a 'traffic light' system to record individual behaviours each week. Names are placed on a magnetic whiteboard in the green section on each Monday morning. If students break school rules their name is moved into the orange section of the board. Further breakages of school rules could lead to movement into the red area of the board.



It is important that students are given the opportunity to 'redeem' their behaviour and positive behaviour will be rewarded by name being moved from red to orange or orange to green.

At the end of the week, students will place either a green, orange or red sticker next to their name on a behaviour record display. At the end of each term, students who achieve very high results in behaviour (a maximum of one orange sticker with all others being green) are given a small reward.

The teaching of important skills through the 'You Can Do It' program is an important part of universal approach to behaviour support. Students must be explicitly taught skills necessary skills for successful behaviours such as:

- Organisation
- Confidence
- Resilience
- Getting along
- Persistence



## The Code of School Behaviour

Better Behaviour  
Better Learning

All students at Vale View State School participate in the 'You Can Do It' program. Weekly awards for these behaviours are given on parade and also recorded in our newsletters.

Students need to be taught strategies for dealing with conflict. Our students are taught to use the 'Hi Five' strategy to help them deal with conflict in the classroom, in the playground and for perceived bullying incidents.



'High Five' asks the student to ignore, talk friendly (stating what the behaviour is), walk away, talk friendly (stating what the behaviour is), before reporting the incident to a teacher.

### 2. Targeted Behaviour

Students who require targeted behaviour support at Vale View State School are identified through our behaviour data. 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 who require targeted behaviour support will work with their classroom teacher and the principal and their parents to develop an individual behaviour plan.

### 3. Intensive behaviour support

This support is provided to students who have not responded to the universal and targeted behaviour support processes and strategies employed by the school and after the class teacher has attended ESCM training and has gone through the profiling process. This includes:

- use of behaviour data for the accurate identification of students requiring individualised support
- a school based referral process for teachers seeking assistance from the Behaviour Support Team

### 5. Emergency responses or critical incidents

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.



## The Code of School Behaviour

Better Behaviour  
Better Learning

- 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



## The Code of School Behaviour

Better Behaviour  
Better Learning

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

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

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

It is important that all staff understand:

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

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

- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- 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:

- incident report
- OneSchool Behaviour Support
- OneSchool Record of Contact
- Health and Safety incident record
- debriefing report (for student and staff).



## The Code of School Behaviour

Better Behaviour  
Better Learning

### Confiscation of property

Property may be temporarily removed from a student if the staff member is reasonably satisfied the removal is necessary to:

- preserve the caring, safe, supportive and productive learning environment of the school
- maintain and foster mutual respect among staff and students at the school
- encourage all students to take responsibility for their own behaviour and the consequences of their actions
- provide for the effective administration of matters about the students of the school
- ensure compliance with the school's *Responsible Behaviour Plan for Students* or any other directive, guideline or policy.

If the property is illegal to possess, likely to threaten the safety or wellbeing of students or staff, or is reasonably suspected to have been used to commit a crime, the principal should retain the property for handing to police.

Under normal circumstances a principal or staff member is not permitted to search student property (e.g. a student's school bag) unless they have the student's consent or the consent of their parents. There may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency). Emergency circumstances may include where the life or welfare of a student or students is at immediate risk.

A principal or staff member does not require the student's consent to search school property such as lockers or desks being used by the student.

## 6. Consequences for unacceptable behaviour

Vale View State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. ***OneSchool – behaviour incident report is used to record all minor and major problem behaviour.***

### 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 Principal.





## The Code of School Behaviour

Better Behaviour  
Better Learning

**Minor** behaviours are those that:

- are minor breaches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours
- do not require involvement of specialist support staff or Principal.

Minor problem behaviours may result in the following consequences:

- ideally, students should be given the opportunity to 'correct' the behaviour. e.g. Running on the concrete – go back and walk. Dropping litter – pick up litter.
- a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction procedure. The staff member takes the student aside and:
  1. names the behaviour that student is displaying,
  2. asks student to name expected school behaviour,
  3. states and explains expected school behaviour if necessary
  4. gives positive verbal acknowledgement for expected school behaviour.

**Major** behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Principal.

**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 completes the OneSchool behaviour incident and contacts the Principal.***

Major problem behaviours may result in the following consequences:

- **Level One:** Time in office, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, individual behaviour plan.  
AND/OR
- **Level Two:** Parent contact, referral to Guidance Officer, referral to Behaviour Support Team, suspension from school
- **Level Three:** Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect suspension with a proposal for exclusion from school.



## The Code of School Behaviour

Better Behaviour  
Better Learning

### 7. Network of student support

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

- Parents
- Teachers
- Support Staff
- Principal
- Guidance Officer
- Behaviour Teachers (Dense Kable)
- Advisory Visiting Teachers

External support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Neighbourhood Centre

### 8. Consideration of individual circumstances

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

Vale View State School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  - receive adjustments appropriate to their learning and/or impairment needs.



## The Code of School Behaviour

Better Behaviour  
Better Learning

### 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 policies and 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](#)
- [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

- [Bullying. No Way!](#)
- [Schoolwide Positive Behaviour Support](#)
- [Code of Conduct for School Students Travelling on Buses](#)



# The Code of School Behaviour

Better Behaviour  
Better Learning

## Appendix 1.

**Vale View State School Responsible Behaviour Plan**

**Being Organised**

Research into teaching has shown that those teachers who are well organised inspire their students to spend more time on-task, leading to better academic outcomes and spend less time interrupting.

**Essential Skills in classroom management are not a substitute for a well-organised classroom based on sound routines.**

**A Balanced Model**

### ESSENTIAL SKILLS FOR BUSY TEACHERS

**TEACH**  
MODEL  
PRACTICE

**Language of Expectations**  
 1. Establishing Routines  
 2. Instruction Giving  
 3. Waiting & Scanning  
 4. Coping with Parallel Acknowledgement

**Language of Correction**  
 5. Selective Allotting  
 6. Redirecting by the Learning  
 7. Give A Choice  
 10. Following Through

S	it up straight	
H	ands still	
E	ye contact	
L	isten	
L	earn	

The 10 Essential Skills for Classroom Management are:

Essential Skill	Description
1. Establishing expectations	Setting rules
2. Giving instructions	Telling students what to do
3. Waiting and scanning	Waiting for a class, what is happening?
4. Coping with parallel acknowledgement	Praising a particular student to prompt others
5. Body language acknowledgement	Smiling, nodding, gesturing and moving near
6. Descriptive encouragement	Praise desirable behaviour
7. Selective allotting	Not allowing anything to become bad behaviour
8. Redirecting to the learning	Offering the student's options and being collaborative if their behaviour
9. Giving a choice	Describing the student's options and being collaborative if their behaviour
10. Following through	Doing what you say you would

### Explicit Behaviour Tracking

Track weekly behaviour using traffic lights. Record level at the end of the week. If 'red level' at the end of the week, record in OneSchool.

Weekly award winners recorded in OneSchool.

### Reporting

Parent reports.

Terms 1 & 3	weeks 1-5, 6-10
Terms 2 & 4	weeks 1-5

No surprises!

### VALE VIEW STATE SCHOOL RULES

Rule	Consequences	
	Positive	Negative
S	<ul style="list-style-type: none"> <li>• Act in a safe manner</li> </ul>	<ul style="list-style-type: none"> <li>• Correct behaviour</li> </ul>
E	<ul style="list-style-type: none"> <li>• Do your best work</li> <li>• Listen carefully and follow instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Class rewards</li> <li>• Time out</li> </ul>
R	<ul style="list-style-type: none"> <li>• Care for people and property</li> </ul>	<ul style="list-style-type: none"> <li>• Increase your confidence</li> <li>• Screen contact (repeated or severe offence)</li> </ul>
S	<ul style="list-style-type: none"> <li>• Own your behaviour</li> </ul>	



**Endorsement**

*Hooson*

Principal

*J. Binney*  
P&C President

The Code of  
**School  
Behaviour**

Better Behaviour  
Better Learning