St Helens State School
Responsible Behaviour Plan

The Code of
**School
Behaviour**

Better Behaviour
Better Learning

'Learning with Friends'
Respect, Integrity and Commitment

Commitment
Respect
Integrity

Queensland
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Education Queensland

Responsible Behaviour Plan for Students

1. Purpose

Queensland state schools promote learning, creativity and innovation as the platform upon which to build prosperity and quality of life. State schools are strongly committed to providing an effective, future-orientated education that enables all students to achieve their full potential. They prepare students for an active role in democratic life and society. High expectations, equality, inclusiveness and the building of social capital are key features of state schools in Queensland. Education Queensland is committed to provisions that ensure all young Queenslanders have a right to, and receive, a quality education.

St Helens State School upholds this commitment through the promotion and consistent implementation of its Responsible Behaviour Plan for Students. This plan, developed collaboratively through consultation with various members of the school community reflects, not only the values and beliefs of this localised group, but also upholds the basic principles and guidelines of departmental policy, including behaviour-specific documents such as The Code of School Behaviour, SM-06 (Management of Behaviour in a Supportive School Environment), and HR-07-1 (Code of Conduct). The practices within are consistent with Professional Standards for Teachers (National and State), Principles of Effective Teaching and Learning, the National Safe Schools Framework, and the philosophies of Inclusivity relating to gender, culture and disability.

St Helens State School prides itself on its commitment to student education and acknowledges the fact that student behaviour plays an integral part in the delivery of knowledge and information. With this in mind we have designed a clear, well-structured plan that allows the classroom teachers to audit, manage and enhance student behaviour. Emphasis throughout this document is not solely focussed on compliance to acceptable social standards of behaviour, but on the promotion and development of self-responsibility in all school community members, encouraging personal accountability for behaviour and the ability to translate responsible behaviour throughout contexts within and outside the school environment. Students will be encouraged with intrinsic motivation that builds on their understanding and awareness of our school 'key values' program. Like other key learning areas in the school curriculum, social responsibility and appropriate behaviour are viewed as vital skills that can lead to success in both the workforce and in life. Through the implementation of the Responsible Behaviour Plan for Students, these skills are addressed and developed both directly (as a stand-alone curriculum topic) and intrinsically (within other curriculum contexts).

2. Consultation and data review

St Helens State School developed this plan in collaboration with our school community. Broad consultation with staff members was conducted through the use of survey feedback forms. This information was then tabulated and formed the fundamental principles of the Responsible Behaviour Plan. Students and parents were also consulted in the negotiation process by introducing concepts during the schools P&C meetings. Parents were asked for their feedback and were given the opportunity to inform the decision making process.

Evidence was gathered regarding the science of human behaviour, which states that students are not "born with bad behaviour," and they do not learn better ways of behaving when presented aversive consequences for their problem behaviours. To successfully address problem behaviours school administration and staff are required to increase their emphasis on proactive approaches in which expected and more socially acceptable behaviours are directly taught, regularly practiced in the natural environment, and followed by frequent positive reinforcements.

The Plan was endorsed by the Principal, the President of the P&C and The Executive Director of Schools and will be reviewed in 2019 as required by legislation.

3. Learning and behaviour statement

At St Helens State School we are committed to implementing a Positive Behaviour for Learning (PBL) approach to the teaching and management of student behaviour. The PBL approach means that we: use data to track progress and identify areas for intervention; use school wide expectations and rules in specific settings to explicitly teaching appropriate behaviour; use a positive incentive program to encourage appropriate behaviour and use effective consequences to discourage inappropriate behaviour.

The primary function of St Helens State School, as it is with all schools, is the delivery of knowledge and information. Students are given a wide variety of lessons that focus on both academic and social learning. All members of the school community believe that essential to effective learning is a safe, supportive and disciplined environment that respects the following rights:

- The rights of all students to learn.
- The rights of teachers to teach.
- The rights of all to be safe.

To ensure these rights are met and followed by the general populace St Helens has adopted three key values – "Respect, Integrity and Commitment." Utilising the fundamental principles of PBL, students at St Helens State School are explicitly taught these values and are given opportunities to practice the skills required to exhibit socially acceptable behaviour.

The guiding principles of Positive Behaviour for Learning are embedded within our current positive behaviour plan and are understood by every member of staff, they are:

1. Student behaviour can be changed.
2. Environments can be created to change behaviour.
3. Changing environments requires change in adult behaviour.
4. Adult behaviour must change in a consistent and systematic manner.
5. Systems of support are necessary for both students and adults.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, universal expectations for student behaviour are plain to everyone, assisting St Helens State School to create and maintain a positive and productive learning and teaching environment, where all school community members have clear and consistent expectations and understandings of their role in the educational process.

It is important to clearly define the expectations required for all members of the school community. To this end St Helens has developed a number of clear expectations that all stakeholders are required to adhere to.

At St Helens State School students are expected to:
- Follow staff directions and the directions of others in authority.
- Actively participate in the Australian Curriculum Education Program.
- Make Responsible decisions about their own behaviour and learning.
- Demonstrate Respect, Integrity and Commitment for the school community and the school environment.
- Behave in a manner that respects the rights of others, including the right to learn and the right for teachers to teach.
- Demonstrate Resilience towards challenging and changing environments.

At St Helens State School parents/care givers are expected to:

- Show an active interest in their child's schooling and social and academic progress.
- Co-operate with St Helens State School to achieve the best social and academic outcomes for their child/children.
- Support school staff in maintaining a safe and respectful learning environment for all students.
- Maintain constructive communication and relationships with school staff regarding their child's learning, wellbeing and behaviour.
- Contribute positively to school programs and support plans that concern their child.
- Accept and support Education Queensland State Schools' provisions that ensure all St Helens students have a right to and receive a quality education.

At St Helens State School staff are expected to:

- Facilitate the opportunity for every student to actively participate in the Australian Curriculum Education Program.
- Provide a safe and supportive learning environment.
- Initiate and maintain constructive and respectful communication and relationships with students, parents/carers and the larger community.
- Promote the skills of responsible self-management for students.
- Model the school values of Respect, Integrity and. Commitment.

At St Helens State School administration staff are expected to:

- Maintain and communicate the expectations of responsible behaviour in the school community.
- Ensure equality, consistency and fairness in implementing St Helens State School Responsible Behaviour Plan for Students.
- Communicate high expectations for individual achievement and behaviour.
- Review and monitor the effectiveness of school practices and their impact on students learning.
- Support staff in ensuring compliance with the Code of School Behaviour and facilitate professional development to improve the skills of staff to promote responsible behaviour and quality teaching and learning.

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

St Helens State School focuses on utilising the principle philosophies underpinning the *Positive Behaviour for Learning* program.

PBL is a framework or approach comprised of intervention practices and organisational system for establishing the social culture, learning and teaching environment, and individual behaviour supports needed to achieve academic and social success for all students.

PBL is not a specific model but a compilation of effective practices, interventions, and systems change strategies that have a long history of empirical support and development and individually have been demonstrated to be empirically effective. Decades of converging research have consistently demonstrated that these strategies are individually and collectively effective and efficient.

PBL consists of four elements that work together to support social competence and academic achievement.
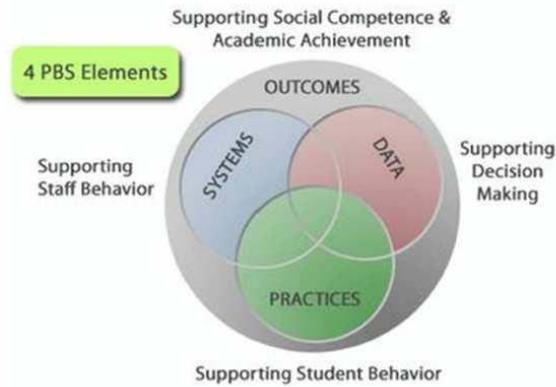
Practices – Evidence based interventions and strategies that support the students' behaviour. *Systems* – Supports that are needed to enable the accurate and durable implementation of PBL practices by staff.

Data – Information that is collected and used to identify status, need for change and effects of intervention – used to support decision making.

Outcomes – Desired behavioural and academic outcomes. Outcomes have been agreed upon and endorsed at a whole school level.

Data

Data is collected to support the PBL committee to:

- Provide baseline data.
- Guide implementation
- Make judgments about the implementation process and progress.
- Measure the progress.
- Adjust school based responses to meet school and individual student needs.

St Helens utilises a number of tools to effectively collect data which is used to inform practices and improve the efficiency and effectiveness of school based systems.

School Wide Evaluation Tool (SET)

The SET is designed to assess and evaluate the critical features and integrity of implementation of the PBL process. External coach completes and collates the Set in term one each year.

Effective Behaviour Support (EBS)

The EBS is used by school staff for the initial and annual assessment of effective behaviour support systems in the school. The survey examines the status and need for improvement of the systems utilised by the school. The following systems are analysed to inform the PBL committee of the focus needs at St Helens:

- School wide discipline systems
- Non-classroom management systems.
- Classroom management systems.
- Systems for individual student engaging in chronic problem behaviour.

School Opinion Survey

Completed and analysed annually to determine school wide trends and opinions.

The TIC is designed as a checklist for the committee to analyse and measure the integrity of the PBL process as well as a way to direct support and development for staff and students. The TIC is fundamental in the development of an effective action plan.

Systems

The holistic approach apparent in the PBL process allows for the committee to develop systems that support staff behaviour, providing a consistent approach across the whole school. This is achieved by providing:

- An agreed upon and common approach to behaviour management and the identification of inappropriate behaviours exhibited by students.
- A matrix of positively stated expectations for students and staff that are explicitly taught by the classroom teachers and reinforced by all members of staff.
- Procedures and timelines for teaching the agreed upon expectations and values.
- A continuum of procedures for encouraging expected behaviours and discouraging inappropriate behaviours including:
  - School wide "Star" reward system.
  - Classroom based reward system.
  - Classroom consequence charts
  - Expected behaviour matrix.
  - School wide approach to dealing with behaviour infractions.

Practices

Expected and appropriate student behaviours are encouraged and supported whilst inappropriate behaviours are discouraged through evidence based interventions and strategies that include:

- Developing and reinforcing positive expectations through explicit teaching and encouragement.
- Active supervision by all staff.
- A proactive approach to behaviour including pre-corrections and reminders.
- Positive reinforcements and acknowledgements.
- Contextual adjustments.

At St Helens State School, we are informed by research that tells us that the most effective responses to problem behaviour are:

- Teaching behavioural expectations
- Utilising data to make informed decision about behaviour trends.
- Universal approach.

The premise of PBL is that continual teaching, modelling, recognising and rewarding positive student behaviour will reduce unnecessary discipline and promote a climate of greater productivity, safety and learning. PBL schools apply a multi-tiered approach to prevention, using disciplinary data and principles of behaviour analysis to develop school-wide, targeted and individualised interventions and supports to improve student behaviour and ultimately whole school climate.

St Helens utilises a three tier process designed to assist students overcome barriers to appropriate behavioural choices. The following diagram displays the tiers and is utilised by staff on a whole school level as well as within each individual class. Staff are aware of the fact that tier 1 encompasses all students and any behaviour supports implemented in the classroom environment need to be universal without excluding individual members of the class. Tier 2 focuses on clear, direct modifications and intervention being made to the whole school and classroom behaviour systems to ensure students who require additional support are included in the classrooms systems. Tier 3 focuses on utilising additional resources to support student behaviour; generally tier 3 students are involved in Independent Behaviour Plans.

Tier 1 – Universal: School Wide System, Encompasses all Students, Staff and Settings.

Tier 2 – Targeted: Specialised Group Intervention, Encompasses Students Identified as Potential High Risk Behaviours.

Tier3 – Intensive: Specialised Individual Intervention, Encompasses Students with High Risk Behaviours.

Important components of PBL have been integrated into the ethos of St Helens staff, students and wider community. These components are as follows:

- An agreed upon and common approach to discipline.
- A positive statement of purpose.
- A matrix of positively stated expectations for students and staff.
- Procedures for teaching the expectations.
- A continuum of procedures for encouraging expected behaviour and discouraging inappropriate behaviours.
- Procedures for monitoring the effectiveness of the systems.

Staff, students and the wider school community are aware of the fact that at St Helens State School we emphasis and expect the following –

- Appropriate student behaviours are taught.
- Positive behaviours are acknowledged.
- Problem behaviours have clear consequences.
- Student behaviour is monitored and staff receive regular feedback.
- Effective behaviour support strategies are implemented consistently at the school wide, specific, classroom and individual student level by staff and administration.
- Effective behavioural support strategies are designed to meet the individual and specific needs of all students.

Universal behaviour support

St Helens has developed a whole school approach to the delivery of behaviour management. This means that the entire school community is committed to fostering and developing a safe and supportive school environment that gives our students the best chance to succeed academically and socially.

A pivotal part of the St Helens community is the development of three key values that underpin the beliefs and expectations fostered by the wider school community. The values were developed by the staff and students and are valued by each individual as a clear guide to what our expected behaviours are. Students and staff are required to demonstrate Respect, Integrity and Commitment whilst at school and are encouraged to implement these values into their daily lives.

St Helens has implemented a Super Star theme based around these three values – students are encouraged to make appropriate behaviour choices based around this theme. Teachers utilise the Super Star focus within their classroom reward system as well as a larger school focus in the form of star of the week awards, star catcher tokens and posters depicting the character and motto of the school – All St Helens Super Stars have respect, integrity and commitment.

The Code of
**School
Behaviour**

Better Behaviour
Better Learning

	"Be Respectful"	*"Demonstrate Integrity"*	*"Show Commitment"*
All Areas	I treat others the way I want to be treated. I respect myself, others and belongings. I follow adult directions. I show courtesy and use polite, positive language (including non-verbal). I care for my school. I wear my school uniform. I encourage and support others. I knock to enter a room, wait to be invited in and use my manners. I help keep the school clean and tidy.	I tell the truth. I am responsible for my words and actions. I am a positive role model.	I always do my best. I encourage and support others. I am prepared for lessons. I stay on task. I am an active listener. I am an active participant. I am on time. I ask for help.
Classrooms	I use school equipment appropriately. I care for my belongings. I raise my hand to speak. I use a friendly face, friendly words, and friendly actions. I use my manners (please, thank you). I walk in the classroom. I listen and follow instructions. I keep myself and classroom tidy.	I own my own actions. I take responsibility for my own learning. I encourage and support myself and others. I am honest.	I am punctual. I am organised for the day. I am prepared to learn. I strive to achieve my best. I concentrate on my own actions and work.
Eating Areas	I talk quietly and sensibly. I raise my hand and face the staff member on duty when I hear the bell. I sit silently when the bell rings.	I keep my eating area neat and tidy. I sit down and eat my food sensibly.	I bring all of my lunch to the undercover area. I make healthy food choices. I pack my lunch box away in my bag when I am dismissed.
Play Areas	I play in designated areas only. I keep my hands & feet to myself. I play approved games. I am a good sport/sportsmanship. I use positive and school appropriate language.	I own my own actions. I accept consequences. I return borrowed equipment to sports shed. I look after equipment.	I follow school rules & guidelines for play. I establish and agree on rules for play.
Toilets	I look after all school facilities. I clean up after myself. I respect the privacy of others using the toilets.	I report damage to my teacher. I go directly to and from the toilets. I do not play in the toilet area.	I wash my hands. I use toilets during the designated break times.
Lining up / Transition	I keep my hands & feet to myself. I walk when moving around school. I transition quietly so others can continue learning.	I get organised at first bell to return to class. I am on time to line and other lesson. I listen to and follow instructions.	I remain in two orderly and quiet lines.
Entering / Leaving School	I follow the instructions (rules) of the adult on duty at all times. I follow (use) road rules at all times. I wait still and quietly at exit area if being picked up.	I walk to and from entry/ exit areas. I use appropriate entry / exit areas. I use my words to solve any problems I may encounter.	I exit the school as soon as possible. When arriving late or leaving early I always let my teacher and the office know. When leaving independently, I go straight home or to predetermined meeting place.
Off Site	I show pride in myself and school. I treat members of the public courteously, including parents and volunteers. I stay with the group. I use polite language. I follow bus code of conduct. I care for all property. I accept teacher / referee decisions. I display sportsmanship. I encourage all players and teams.	I take responsibility for my behaviour. I am an exemplary student. I display the 3 Values of St Helens State School.	I am a good listener. I involve myself in the learning experience. I am an active participant. I encourage and support myself and others.

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The first step in facilitating standards of positive behaviour is enhanced by clearly and explicitly communicating those standards to all students. This is achieved at St Helens by emphasising the importance of directly teaching students the behaviours we want them to demonstrate whilst they are at school or within the wider community. Students are regularly exposed to a number of dedicated lessons that focus on students gaining a complete understanding of our selected school values – Respect, Integrity and Commitment. These expectations have been developed into a matrix that staff and students utilise regularly. The matrix has been broken into a number of key school based contexts with the expectations within these environments clearly stipulated under the relevant school value. Staff regularly refer back to these expectations when correcting inappropriate behaviours or reinforcing acceptable behavioural choices.

Over the course of the school year classroom teachers are responsible for the delivery of customised values lessons that focus on explicitly teaching the children about school expectations in a variety of environments scaffolded under the three values. The following schedule outlines the lesson expectations put in place by the school to cover all the values over the course of a school year.

Term	Focus Lessons
One	Respect – In Classroom (a) Commitment – In Classroom Integrity – In Classroom Respect – In Classroom (b) Commitment - Eating Areas / Play Areas
Two	Integrity – Eating Areas / Play Areas Respect – Eating Areas / Play Areas Commitment – Toilets / Lining Up Integrity – Toilets / Lining Up Respect - Toilets / Lining Up
Three	Commitment – Entering and Leaving School Integrity – Entering and Leaving School Respect – Entering and Leaving School Commitment – Off Site Integrity – Off Site
Four	Respect – Off Site Commitment – All Areas Integrity – All Areas Respect - All Areas

To assist in the complete saturation of the school values St Helens has implemented a number of reward based systems that reinforce the selection of acceptable behavioural choices. These strategies are:

Star of the Week

Each classroom teacher selects a single student to be awarded the Star of the Week certificate presented on Friday parade. Parents of the students receiving these awards are invited to the school to witness the presentation.

Our school has established systems to celebrate the success of those students who contribute to creating a safe supportive school environment. The Star of the Week award can be given to students for a number of reasons, these may include academic success, sporting success, improvements made in classroom results, assisting in school events, contributing to creating a

positive school environment, following one of the school values or demonstrating exceptional school citizenship.

Staff responsibilities include:
- *Identify a student who has exhibited one of the positive choices over the course of the week.*
- *Write out the Star of the Week certificate located in the staffroom.*
- *Promote positive choices in the class.*
- *Record the student's positive choice on One School.*

Student responsibilities include:
- *Demonstrate school values at all times.*
- *Promote the school values amongst their school peers.*

PBL responsibilities include:
- *Monitor One School data for positive choices.*

Star Catcher Tokens

During scheduled breaks staff members are allocated a number of star shaped tokens that they hand out to students they observe following the school values of respect, integrity and commitment. The star tokens are coloured separately for each of the school values, this is designed to assist all our achievers to know which value they have displayed. Staff have been coached on the words they should use when congratulating the students, this is once again designed to saturate the school environment in the positive affirmation for students who are found demonstrating appropriate behaviour. During the course of the week there is generally a focus behaviour or value that staff are looking for, this is generated using One School data and is designed to assist students in demonstrating expected behaviours. This reinforcement occurs continuously throughout the day.

Staff responsibilities include:
- *Identifying students who have demonstrated an appropriate value and presenting them a token.*
- *Utilise appropriate affirmation language to strengthen and bolster the students understanding of their behavioural choice.*
- *Promote the school values within their classrooms through the use of the values posters and in class behaviour systems.*
- *Record individual student's weekly collection of tokens as this accrues towards the Star Achievement awards.*
- *Return the star tokens to the PBL committee representative to be redistributed to staff.*
- *Communicate with PBL about any issues that arise.*

Student responsibilities include:
- *Demonstrate school values at all times.*
- *Hand any star tokens that they obtain over to their classroom teacher.*
- *Promote the school values amongst their school peers.*

PBL committee responsibilities include:
- *Analyse and collate data referring to behaviour locations, incidents and times.*
- *Promote the school values to staff during the school staff meetings.*
- *Collect and redistribute any star tokens that were handed out.*
- *Track the distribution of star tokens handed out.*
- *Replace old star tokens when they become unusable.*

Star Achievement Award

As students accrue Star Catcher tokens they are recorded on One School. Students are encouraged to achieve three milestones over the course of a school year to obtain one of three ranked Star Achievement Awards.

- 100 tokens equates to the Bronze Star Achievement Certificate.
- 250 tokens equates to the Silver Star Achievement Certificate.
- 500 tokens equates to the Gold Star Achievement Certificate.

Students who manage to achieve the gold rank each year will be awarded an additional medal upon graduating at the end of their primary school years. This medal is designed to recognise and congratulate the hard work and consistent behavioural choices exhibited by the student whilst attending St Helens State School.

At the end of each school year students from each rank will be invited to a school function designed to celebrate their achievements. Students will be congratulated and encouraged to continue to strive for behavioural excellence.

Staff responsibilities include:
- *Record students obtaining star tokens on One School.*
- *Integrate the star token system into their classroom behaviour management strategies to ensure consistency.*
- *Obtain the required award for the students when they reach the specific rank.*
- *Keep parents and caregivers aware of student success.*

Student responsibilities include:
- *Demonstrate school values at all times.*
- *Hand any star tokens that they obtain over to their classroom teacher.*
- *Promote the school values amongst their school peers.*

PBL responsibilities include:
- *Supply staff with the required certificates.*
- *Monitor One School data.*
- *Promote the school values with the wider school community and encourage staff to identify positive behavioural choices.*

Universal Red and Green Consequence Charts.

Each classroom teacher develops a class consequence chart for appropriate and inappropriate behaviour choices. These charts are developed during the first week of term and are constructed in conjunction with the entire class. The charts are designed to incorporate an option the teacher can select from if the students demonstrate a particular behaviour.

Both the red and green consequence charts are clearly displayed in the classroom and are referred to on a regular basis by the classroom teacher. The red consequence chart depicts classroom responses to behaviours that are considered inappropriate by the classroom teacher. The staff member selects a consequence from this chart based on the infraction. The green consequence chart displays the choices that can be selected when students demonstrate an acceptable or appropriate behaviour choice.

Staff responsibilities include:
- *Develop consequence charts in conjunction with class cohort.*
- *Instigate elements of the schools values program within the class consequence charts.*
- *Monitor and review the effectiveness of consequences on a termly basis.*
- *Communicate classroom behaviour plan with parents/caregivers.*

Student responsibilities include:
- *Demonstrate school values at all times.*
- *Adhere to the classroom consequences*
- *Participate in the development of the class consequence charts.*
- *Promote the school values amongst their school peers.*

PBL responsibilities include:
- *Give advice on acceptable consequences if and when required.*
- *Monitor effectiveness of classroom systems.*

St Helens State School also implements the following proactive and preventative processes and strategies to support universal behaviour choices:

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School wide positive behaviour support team members regularly providing support and feedback on school practices.

- Individual Support Plans are developed for students with high behavioural needs, enabling staff to make necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- The development of specific policies to address –
  - The use of personal technology devices at school (Appendix 1).
  - Procedures and Brochure for preventing and responding to incidents of bullying. (Appendix 2).

Targeted behaviour support

Over the course of the school year a small percentage of students at St Helens State School are identified through our data as needing assistance with targeted behavioural support. Generally speaking the behavioural choices exhibited by these students are not immediately classified as severe, but due to the frequency of these behaviours the students academic or social success are at risk. It is the responsibility of the school to address these behavioural choices in a timely manner.

Students that require targeted behaviour support have access to a wide range of resources to aid in their learning. Students who have been identified as requiring targeted support are case managed utilising a team approach. Parents/Caregivers are involved in the support through the classroom teacher. Generally the team will consist of the student, the classroom teacher, the students parents and other supporting staff including the school principal.

Strategies that are able to be utilised to assist in targeted behaviour support might include:

- Curriculum adjustments.
- Increase classroom teacher attention during class times.
- Increase utilisation of micromanagement strategies in class including verbal and non-verbal cues and reinforcements.
- Gradual re-entry or supported internal school supervisions during play times and in some cases during class sessions.
- Increased communication with the parent/caregivers, which occurs through all stages of targeted behaviour support.

To cater for students who require additional targeted behaviour support St Helens has developed a universal behaviour system designed to identify the inappropriate behaviour exhibited by the students and promote better choices through staff coaching and debriefing. The following systems are used by all teachers:

Take a Break In the Classroom (T.A.B In)

Students who demonstrate behaviour that impacts negatively on the learning of their classmates or for themselves will find that their choices require the classroom teacher to instigate a T.A.B In. This process is the first in a two-step system designed to encourage the student to reflect on their behaviour.

Within the classroom environment a quiet area has been set up to be utilised during T.A.B In's. The students is sent to this area and given a reflection sheet which needs to be completed before the student is allowed to return to the class environment. The most important element of this process is the fact that the classroom teacher and the student will hold a debrief session. During the debrief the staff member coaches the student on what behaviour they exhibited and why the school has identified the behaviour as a negative choice. The student is also given additional strategies and advice on how to deal with the situation if it arises again.

Behaviour Reflection

Start your reflection here.

Description of my behaviour:

NAME: _____
DATE: _____

Reasons for my behaviour:

Consequences of my behaviour:

How do I feel?

How has my behaviour affected others?

Apology:

Signatures

Student_____

Teacher_____

The students are required to complete the behaviour reflection proforma and to think about their behavioural choices, as stated previously the staff member will coach the student through school expectations through the debrief process.

The staff member should utilise the following cues when reflecting with the student:

- What behaviour were you exhibiting that the school considers a breech of our school values?
- What choices can you make that will ensure you don't need to progress onto the next stage of reflection?
- Do you require additional assistance to participate effectively in class?

Take a Break Out of the Classroom (T.A.B. Out)

Students who continue to exhibit behavioural choices that impact negatively on the classroom environment will progress to a T.A.B Out. Classroom teachers have negotiated with other members of staff to set up a buddy class system that is utilised during a T.A.B Out. The student is given their reflection form and is required to complete it in the designated buddy class.

The classroom teacher will debrief with the student when they return to class utilising similar cues to the T.A.B In process. Students who have required a T.A.B Out over the course of the day will have the incident recorded on One School, this data is analysed by the classroom teacher and SWPBS committee to determine patterns related to demonstrated behaviours.

Tier Two Classroom Modifications

Each classroom teacher is responsible for modifying the behaviour management system for students that have been identified as requiring targeted assistance. The classroom teacher will communicate with the students parents on a regular basis and can utilise one of the following stratagies to help differentiate the behavioural learning for Tier two students in their class.

- Individualised communication booklets developed to clearly display the behavioural choices exhibited by the student over the course of a given period.
- Individualised classroom behaviour tracker.
- Intensified verbal and non-verbal cues utilised in the classroom context.
- Daily debriefing with the student after periods identfied as an issue for the student in question.

- Targeted behavioural goals charted and monitored closely using a variety of in class systems.
- A modification to the general classroom behaviour system making it easier or clearer to understand.
- A classroom teacher designated strategy negotiated with the principal and parents/caregivers.

Expectations

St Helens believes in setting high expectations for all members of the school community, we believe that setting clear expectations for all elements of school life including; teaching, learning and playing will assist students to understand the required standards for success whilst participating in their school lives. Staff members have been trained in utilising the following responses to problem behaviours:
- A universal whole school program designed to identify problem behaviours before they occur.
- The PBL matrix for identifying types of negative behaviours students display and whether it should be identified as a minor or a major infraction.
- The School infraction information documents (Appendix 3) to identify appropriate consequences for behaviour management.

Intensive behaviour support

St Helens State School is committed to educating all students, including those with the highest behavioural needs. Students with complex or highly challenging behaviours need careful consideration and a comprehensive system of support. Utilising One School data and classroom teacher recommendation a student who has been recognised as to be seriously at risk of significant educational underachievement due to their inappropriate behaviour will be supported through the student support network.

The student support network will:
- Work with other staff members to develop appropriate behaviour support strategies.
- Monitor the impact of support for individual students through continuous data collection.
- Make adjustments as required for the student and staff, and
- Work with the PBL team to achieve continuity and consistency.

Students who are identified as requiring intensive behaviour support will need to be nominated to the school principal. The classroom teacher is responsible for contacting and communicating with the parent/caregiver and to inform them of the referral process. The support team may include individuals from other agencies already working with the student or family, a representative from the schools administration and district-based behavioural support staff.

Students who are considered to be at risk and have experienced an array of higher level management strategies, such as suspensions or exclusions will be assessed utilising the following means:

- Referral to the schools Guidance Officer for assessment and preliminary behavioural support.
- Referral to the schools special needs committee.
- Referral to the behaviour support teacher for consultation and support.
- Full team collaboration to undertake a functional behaviour assessment and develop an individual behaviour support plan.

St Helens implements three levels of support that can be utilised separately or as a group of strategies to assist the student to demonstrate appropriate behaviour choices, these are:

Preventative – the action taken to prevent or minimise unnecessary disruption. This may include effective learning and teaching practices, classroom organisation, positive modelling, differentiation of behavioural and academic circumstances, development and coaching of social cues and the use of appropriate content and curriculum material.

Supportive – the action taken to employ support for the student and teacher. This may mean strategies teachers put in place to assist students or it may mean additional support from other staff in the school for the teacher and the student.

Corrective – the action teachers take when disruptive behaviour occurs. This includes positive correction strategies outlined in the individual behaviour support plan.

All behaviour that is contrary to school and classroom procedures will be managed based on the students involved. Parents of the child/children will be informed of major breaches of behaviour and the consequences will be developed based on individual circumstances.

5. Emergency responses or critical incidents

At St Helens State School we have informed all members of staff about the critical importance of understanding how to respond to emergency situations or critical incidents involving severe behaviour problems. This consistency enables members of staff to take appropriate action to ensure the safety of all stakeholders.

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.

St Helens Staff members are trained to utilise a number of important low-key diffusion strategies, these include:

- Maintaining calmness, respect and detachment – Staff model the behaviour they want the student to adopt, they stay calm and controlled and use a serious measured tone.

- Avoid escalating the problem behaviour – Staff are advised to avoid shouting, cornering the student, moving into the students personal space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive or communicating anger and frustration through body language.

- Approach the student in a non-threatening way – Staff will move slowly and deliberately towards the problem situation, they will speak privately to the student or students where possible in a calm and respectful manner. Staff are also advised to keep a reasonable distance from the dangerous situation. They will establish an eye level position and use brief statements to communicate. Members of staff will also acknowledge cooperation but have been advised to withdraw from the situation if it continues to escalate.

- Follow through – Members of staff will briefly acknowledge the students choice if they display appropriate behaviours. Staff have been advised to re-direct other students attention towards their usual work or activity. If the student continues with the problem

behaviour then the staff member will remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

- Debrief – Staff will help the student to identify the sequence of events that led to the unacceptable behaviour, they will pinpoint decision moments during the sequence of events, evaluate the decisions made by the student and identify acceptable decision options for future situations.

Physical Intervention

At St Helens State School staff members are aware that they 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 St Helens 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 or 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.

Record Keeping

Each instance involving the use of physical intervention must be formally documented and administration must be made aware of the incident. Parental contact must also be documented utilising One School.

6. Consequences for unacceptable behaviour

Consequences for unacceptable behaviours are primarily utilised as a way of sending a clear message to the offender and other students in the school that certain behaviours are not acceptable. The purpose of the consequences is not only to stop the student from re-offending but to also serve as a deterrent to other students. It is important to note that St Helens State School has worked hard to give its students the opportunity to survive their mistakes, with this in mind each member of staff takes it upon themselves to select consequences that are clearly going to assist the student in learning about appropriate behaviour choices rather than simply handing out a 'punishment'. Each member of staff works diligently to select consequences that strive for restitution not retribution. That being said, if a student continually chooses to exhibit inappropriate behaviours then they will face increasingly serious consequences. These increasingly serious consequences may also be accompanied by organisational changes as a means of 'risk management'.

The consequences below are:
- Not the entire list that may be used.
- Not lock-step, they represent groups of strategies that may be used.
- Are generally more serious towards the bottom of the list, some behaviours may warrant going straight to those more serious consequences.

When a staff member initially responds to a problem behaviour they need to determine if the exhibited behaviour is major or minor, utilising the following agreed upon definitions:

- **Minor** problem behaviour is handled and **resolved** by staff members at the time it happens and may need to be registered on One School.
- **Major** problem behaviour is **referred** directly to the school administration team and must be registered on One School.

Minor behaviours are those that:

- Are minor breaches to the school rules.
- Do not seriously harm others or cause you to suspect that the child may be harmed.
- Do not violate the rights of others in any other serious way.
- Are not part of a pattern of problem behaviours.

Minor problem behaviours may result in the following consequences:

- Tactical ignoring / selective attending.
- Redirection
- The use of flashcards.
- An apology
- Rules referral.
- Behaviour charts
- Choices and logical consequences.
- Individual remediation regarding class rules.
- Micro skilling techniques – cueing, body language, non-verbal signals or proximity.
- Behaviour monitoring.
- Individual seating plan.
- Buddy class system.
- In class withdrawal.
- Time out system.
- Small group / whole class social skilling.

It should be noted that minor consequences should be selected that logically connect to the problem behaviour. Students will be made aware of the fact that their choices have directly resulted in the corresponding consequence.

Major behaviours are those that:

- Significantly violate the rights of others
- Put others/self at risk of harm

All major behaviours result in an immediate referral to Administration because of their seriousness. In the event of a major behaviour occurring, staff members calmly state the major problem behaviour and remind the student of the expected school behaviour. The staff member will need to contact admin to have the student escorted to a safe environment and will One School the event as soon as possible.

Initial infractions involving aggressive or violent behaviour or continued infractions particularly around classroom learning might have a consequence that includes:

- Playground withdrawal.
- Playground monitoring.
- Referral to PBL Committee.
- Mediation.
- Suspension.

- Individual behaviour management plan.
- Parental contact.
- Loss of privileges.

Persistent and/or severe infractions might have consequences that include:

- Behaviour work with behaviour support teacher and/or principal.
- Counselling.
- Use of appropriate mentors.
- Peer mentoring.
- Visits by external agencies.
- Case conferencing and parent interviews.
- Modified class attendance.
- Referral to internal and external support agencies.
- Physical restraint.
- Distance education.
- Suspension.
- Exclusion.

Staff members utilise the Infraction Information Document (Appendix 3) when identifying whether an incident is minor or major. Examples of behaviours have been given in this document to assist staff with correctly categorising the behaviour infraction. This document is also used by staff to construct an appropriate consequence that:

- Focuses on restitution not retribution.
- Encourages appropriate behavioural choices in the future.
- Is designed to educate the student about better choices.
- Considers the individual needs of all students involved.
- Utilises the Values Matrix as a compass for designing behavioural improvement.

7. Network of student support

St Helen's universal, targeted and intensive strategies for dealing with behaviours revolve around a team approach to corrective education. The network for student support at St Helens includes the involvement of a team of personnel and agencies.

This network includes, but is not limited to:

- School teaching and support staff.
- School administration.
- Positive Behaviour for Learning committee.
- Positive Behaviour for Learning district personnel.
- Parents.
- School guidance officer.
- District senior guidance officer.
- Behaviour support team.
- Police liaison officer.
- Special needs committee.
- Advisory visiting teachers.
- School Chaplain.

8. Consideration of individual circumstances

Individual circumstances are considered when investigating behaviour incidents. A range of factors are considered and a measured response delivered. Consideration to individual circumstances is best done proactively, rather than trying to undo a messy situation. The responsibility of informing the school of significant circumstances falls upon the parents and the students themselves. The school will then do whatever is practical with the support of the parents and the student to ensure that there are support structures made available for the student to access.

One off Mistake

The students at this school are not perfect nor are they expected to be. They are however, expected to be learners. Everyone makes mistakes, however, an important expectation of society and schools is for students to minimise these, and to accept responsibility in and learn from their mistakes. A mistake cannot be explained away through lack of thought or effort.

Patterning

Behaviours that appear to be part of a pattern of behaviour due to their frequency are analysed and recognised as target behaviours. Because these are more frequent, and are already (or in danger of) becoming entrenched in the student's behaviour, more attention and often more significant consequences apply. This is usually done with support from the students' parents.

St Helens State School also recognises and takes into account the following factors for students involved in an identified incident:
- Age, gender and cultural background.
- Disability or impairment.
- Emotional state.
- Socioeconomic situation.
- Previous behaviour record.
- Severity of the incident.
- Amount of reliable evidence.
- Degree of provocation.
- Intent of the action
- Honesty and perceived level of genuine remorse.

Furthermore St Helens recognises the rights of all students to:
- Express opinions in an appropriate manner and at the appropriate time.
- Work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
- Receive adjustments appropriate to their learning and/or impairment needs.

9. Related legislation
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

9. 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](#)

Endorsement

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Principal

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**P&C President or
Chair, School Council**

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**Regional Executive Director or
Executive Director (Schools)**

Date effective:

from …………………………………….. 11/6/19 …………… to ……………………………………… 11/6/20