Rationale

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.

Back Plains State School is committed to learning, respect and optimism through a secure, supportive and cooperative environment, which recognises and accepts individual differences.

Our school fosters a warm, supportive environment where students can be happy and where optimal learning can take place.

A major part of the teacher’s role is to ensure that children will learn and develop within their school environment without disruptive behaviour hindering their success and enjoyment of learning. It is also expected that students will respect the teachers’ fundamental right to teach without disruptive behaviours hindering his/her success and enjoyment of teaching.

We also acknowledge that if students are to become productive members of society, teachers must help them to develop responsibility for their actions by both teaching explicitly and practising problem solving skills.

The establishment of good discipline in our school depends upon both school personnel and parents working towards the same goals and insisting on acceptable standards of behaviour being maintained for the enhanced outcomes of our students and our school.

The community of Back Plains State School realise and accept that certain consequences will occur when these standards of behaviour hinder the success & enjoyment of learning.

School beliefs about behaviour and learning

Our strategy is grounded in the belief that the practices and behaviours of teachers and other adult staff at the school can, and do, influence student behaviour. The systems that constitute our strategy, aim towards ensuring that staff practices include a range of approaches that are deliberately chosen in response to data based interpretations about the actual behaviours of students in the school.

We Value:

- Honesty
- Cooperation
- Self-Discipline
- Respect
- Acceptance
- Caring
- Sportsmanship
- Safety
Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Effective behaviour support includes:
- creating a positive whole school culture
- quality learning and teaching practices
- a balanced, relevant and engaging curriculum
- supportive and collaboratively developed programs and procedures
- managed professional development, education or training for all members of the school community
- a range of provisions that are characterised by non-violent, non-coercive and non-discriminatory practices
- a continuum from whole school positive preventive action for all students, through to intensive intervention for specific individuals or groups.

Typically a school tends to have a spread of support needs. A whole school approach shapes, supports and recognises appropriate behaviours in all students. Approximately 80% to 90% of students will have little or no difficulties. However about 10 to 15% of students may need additional support and timely intervention on some occasions. For a variety of reasons, some 2 to 5% of students may not respond to these early efforts and may need more intensive support and/or flexible learning options to assist them to continue their learning.

Whole-school behaviour support

Our whole school approach provides a supportive learning environment through:
- open communication with the school community on The Code of School Behaviour
- shared school values and a positive, inclusive classroom culture that upholds the values of safety, respect, learning and support of self and others
- establishment of agreed programs and procedures that are known and understood by all members of the school community
- staff, student and parent access to professional development, education or training
- managing of incidents through clear and well-understood processes
- supporting students and building strong community relationships

Targeted behaviour support

Due to the size of Back Plains State School, it is important to recognise that all staff are involved in the support of students who may need targeted behaviour support. Contact is made between the students and the members of staff every day, in the playground, the classrooms and in the local community. Staff meetings are used to identify students who may require targeted support, and a team approach is used to formulate and record strategies for implementation. Parents/caregivers are involved in the support through the classroom teacher.

Strategies used for targeted behaviour support include:
- curriculum adjustment
- verbal and non-verbal
- increased attention
- communication with the school community
- increased responsibilities.
Intensive behaviour support

At Back Plains State School, students who are considered to be “seriously at risk” of significant educational underachievement due to inappropriate behaviours are supported using a proactive problem solving approach.

A functional analysis approach to assessing behavioural problems is adopted involving a systems approach which will be preventive, supportive and/or corrective.

Preventative – the action taken to prevent or minimise unnecessary disruption. This may include effective learning and teaching practices, classroom organisation, positive modelling 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 student.

Corrective – the actions 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 individual/s involved. Parents of the child/children involved will be informed of major breaches of behaviour and consequences will be developed based on individual circumstances.
RULES
- Be prepared to learn
- Behave respectfully
- Act safely
- Support self and others

These rights and responsibilities realised through adherence to:
These are present in all school and classroom environments

Rewards
- Individual rewards e.g. stickers, are compiled by students for demonstrations of correct behaviour
- Class rewards are also pivoted around students collaboratively demonstrating correct behaviour
- Community rewards are given equal focus, with students that have consistently demonstrated correct behaviour particularly to a high standard, being publically acknowledged and acclaimed at school culmination evenings, weekly newsletters and parent/teacher contact

Consequences
The sequence of actions employed for behaviour that contradicts the above principles are as follows:
1. Non-verbal cues and recognition of students modeling correct behaviour
2. Verbal discussion and reminder of school rules
3. Reminder of school rules and stipulate a consequence for continued inappropriate behaviour
4. Time out during playtime
5. Serious offence: Immediately to the principal
Consequences for unacceptable behaviour

Whilst the focus is on proactive and preventive whole school approaches, certain types of behaviour are unacceptable and responses can include the most stringent step of exclusion. This consequence would only be used after consideration has been given to all other responses and the unique circumstances of the situation have been considered.

Strategies to implement supportive, fair, logical and consistent consequences include:

1: Classroom Management
The teacher responds to low level misbehaviour and classroom disturbance by ignoring inappropriate behaviour where possible, giving clear directions, reinforcing positive behaviour and using non verbal messages to alert or cue the student.

2: Restatement, Rule Reminders
The teacher speaks privately to the student where possible, speaking calmly and respectfully reminding the students of the rules and expectations.

3: Follow through
If the student begins displaying appropriate behaviour, briefly acknowledge their choice and re-direct students’ attention to their usual work / activity. If the student continues with the inappropriate behaviour remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

4: Debrief
The teacher will 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. Continual or serious disturbances may result in the student being referred to the principal and parents/carers being notified.

5: Teacher and Student Plan of Action
If a student’s behaviour continues to infringe upon the rights of others in the classroom and/or playground, a plan of action is developed by the teacher and student. Parents/carers are contacted. Data is collected on the details of the disturbances.

6: School Intervention and Recording of Student’s Inappropriate Behaviour
The student is referred to the Special Needs Committee and a Case Manager (usually the class teacher) will be appointed. The school provides counselling, if required and makes genuine attempts to involve the student in the resolution of serious conflicts and problems that arise. To inform further planning and decision making processes, incidents of inappropriate behaviour are recorded in the school’s Student Management System.

7: External Assistance
A functional behaviour assessment is completed in consultation with the relevant people such as parents/carers, teachers, the student, behaviour support specialists and relevant external agencies. This assessment is used to inform the development of an Individual Behaviour Support Plan.

8: Monitoring and Review
Monitoring and follow-up of the formal Individual Behaviour Support Plan may involve a series of case conferences with staff members, parents/caregivers, the classroom teacher, specialist personnel and external support agencies, as necessary.

In exceptional circumstances of serious and/or repeated unacceptable or dangerous behaviour the following procedures may be used.

9: Suspension Procedures
This is implemented in line with the Education Queensland policy SM-16 Student Disciplinary Absences.

10: Recommendation for Exclusion
This is implemented in line with the Education Queensland policy SM-16 Student Disciplinary Absences.
The network of student support

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

- Guidance Officer
- Behaviour Support Teacher
- Queensland Health Services

Consideration of individual circumstances

Responses to inappropriate behaviour must consider the particular situation and context, the individual circumstances and actions of the student and the needs and rights of school community members. The students age, gender, disability, cultural background, socio-economic situation and their emotional state must be considered. Explanations & impact statements will be sought from all involved to assist in highlighting any special considerations.

Related legislation

- Education (General Provisions) Act 1989
- Section 21 of the Education (General Provisions) Regulation 2000
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Regulation 1997
- Freedom of Information Act 1992
- Transport Operations (Passenger Transport) Regulation 2005

Related policies

- SM-06: Management of Behaviour in a Supportive School Environment - Schools and Discipline
- SM-16: School Disciplinary Absences
- HR-07-1: Code of Conduct
- CS-01: Gender Equity in Education
- CS-05: Educational Provision for Students with Disabilities
- CS-10: Drug Education and Intervention in Schools
- CS-15: Principles of Inclusive Curriculum
- CS-16: Cultural and Language Diversity
- CS-17: Anti-Racism
- CM-15: Guidelines for Appropriate Use of Mobile Telephones by Students
- SC-09: Student Dress Code
- LL-14: Hostile People on School Premises, Wilful Disturbance and Trespass Issues
- SM-05: Physical Restraint and Time Out Procedures - Students with Disabilities
Some related resources

- National Safe Schools Framework (ncab.nssfbestpractice.org.au/resources/resources.shtml)
- National Framework for Values Education in Australian Schools (www.valueseducation.edu.au)
- Bullying. No Way! (www.bullingnoway.com.au)
- MindMatters (www.curriculum.edu.au/mindmatters)