



The Code of School Behaviour

Better Behaviour
Better Learning

Rockhampton Special School Responsible Behaviour Plan for Students

1. Purpose

Rockhampton Special 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.

Our purpose is to deliver an educational curriculum that provides opportunities for students to develop skills and knowledge that will empower them to live a rich, quality lifestyle within a diverse community. In addition to academic, communication and mobility skills, we assist our students in developing appropriate behaviours so that they can mix socially and behave appropriately with other people in the community. Our school has adopted Positive Behaviour for Learning (PBL) and this approach is embedded throughout the school and is explicitly taught in all classrooms and other school associated settings.

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

Rockhampton Special School developed this plan in collaboration with our school community. Consultation with the Positive Behaviour for Learning (PBL) Committee, P&C and Local Consultative Committee (LCC) was undertaken in meetings held during Term 4, 2017.

A review of school data sets from 2016-2017 also informed the development process. These included School Opinion Surveys, Headline Indicators, School Data Profiles and EBS Survey Results.

The Plan was endorsed by the Principal and the President of the P&C and will be reviewed December 2019.

3. Learning and behaviour statement

All areas of Rockhampton Special School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learnings as well as a means of maximising the success of academic educational programs. Our schoolwide framework for managing behaviour is Positive Behaviour for Learning (PBL).

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 clearly defined, assisting Rockhampton Special 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.



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

- Responsible
- Respectful
- Safe

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

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

• Universal behaviour support

In a supportive and well-disciplined school, approximately 80% to 90% of students require little, if any, additional support to follow the school rules and demonstrate appropriate social behaviours. Universal levels of support are provided to all students.

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Rockhampton Special 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, which is designed to prevent inappropriate behaviour and to provide 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 schoolwide Positive Behaviour for Learning Teaching Expectation Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

SETTING	RESPONSIBLE	RESPECTFUL	SAFE
All Settings	<ul style="list-style-type: none"> ➤ I will follow instructions ➤ I will report any damage or faulty equipment to staff ➤ I understand that I am responsible for my own belongings ➤ I will behave responsibly at all times 	<ul style="list-style-type: none"> ➤ I will respect the personal space of others ➤ I will wear my school uniform with pride ➤ I will use appropriate manners and will be kind and courteous to others ➤ I will respect the property of others 	<ul style="list-style-type: none"> ➤ I will stay within the school grounds ➤ I understand that adults are responsible for pushing students in wheelchairs ➤ I will walk safely when moving around the school
Classroom	<ul style="list-style-type: none"> ➤ I will use all equipment responsibly ➤ I will be punctual and organised at all times ➤ I will always try my best 	<ul style="list-style-type: none"> ➤ I will be respectful of the right to teach and learn in the classroom by: <ul style="list-style-type: none"> - waiting my turn - sharing - listening carefully ➤ I will put equipment away in the correct place when finished and keep my work area clean and tidy ➤ I will ask before borrowing equipment from others 	<ul style="list-style-type: none"> ➤ I will follow all safety practices when operating electric appliances and/or tools ➤ I will wait in the designated area for my teacher before entering the classroom ➤ I will sit properly on my chair





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		➤ I will work quietly while in the classroom	
Toilets	<ul style="list-style-type: none"> ➤ I understand that the toilet is not a play area ➤ I will return promptly to class ➤ I will use the bathroom facilities responsibly ➤ I will be conservative with the use of water and other bathroom supplies 	➤ I will respect the privacy of others	➤ I will wash my hands after using the bathroom
Play Areas	<ul style="list-style-type: none"> ➤ I will report bullying and unsafe behaviour to an adult ➤ I understand that the play areas are food free zones ➤ I will return any borrowed sports equipment at the end of each play break 	<ul style="list-style-type: none"> ➤ I will show good sportsmanship ➤ I will share equipment and include others during playtime 	<ul style="list-style-type: none"> ➤ I will follow sun safe practices ➤ I understand that I must wear enclosed shoes when playing outside ➤ I understand that I must wear a helmet and adhere to the bike rules at school ➤ I understand that only one person can jump on the trampoline at a time ➤ I understand that some sports are for outside only
Eating Time	<ul style="list-style-type: none"> ➤ I will eat my own food ➤ I will clean up and put my rubbish in the bin ➤ I will follow the school's recycling program 	<ul style="list-style-type: none"> ➤ I will use appropriate table manners ➤ I will wash up and put away any equipment I have used 	<ul style="list-style-type: none"> ➤ I will follow all safety and hygiene practices ➤ I will remain seated during meal times ➤ I understand that food stays in the designated eating areas
Community Access	➤ I will stay with my class/group	<ul style="list-style-type: none"> ➤ I will represent my school with pride ➤ I will use appropriate social greetings and treat the public with respect 	<ul style="list-style-type: none"> ➤ I will follow appropriate road safety practices ➤ I will wear a seatbelt while travelling in a vehicle ➤ I am aware of the 'Stranger Danger' concept and will report any situations whereby I feel unsafe to an adult
Hydrotherapy	<ul style="list-style-type: none"> ➤ I understand that I need to wait at the gate for a staff member to enter the pool area ➤ I will wear appropriate swimwear 	<ul style="list-style-type: none"> ➤ I will try to go to the toilet before entering the pool ➤ I will change in private 	<ul style="list-style-type: none"> ➤ I will walk at all times while moving around the pool area ➤ I will enter and exit the pool safely ➤ I will follow all pool safety practices

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

- Behaviour lessons (PBL) conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons at school assemblies; and
- Reinforcement during active supervision by staff during classroom and non-classroom activities.



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Reinforcing expected school behaviour

At Rockhampton Special School, communication of our key messages about behaviour is backed up through positive 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 to give consistent and appropriate acknowledgement and rewards.

Rockhampton Special School's RAVI & RIVA Reward System

Staff members hand out RAVI & RIVA nomination slips to students when they observe them following school rules in both classroom and non-classroom settings. This reinforcement occurs continually throughout the day. When students are given a RAVI & RIVA slip, they place it in the school barrel located in the office.

Each week, three students are drawn from the barrel and recognised for their achievements by receiving a small token/prize at our weekly school assemblies. At the end of each week, all nomination slips are returned to students and recorded in their individual RAVI & RIVA Awards Book. These slips are tallied and graphed on a weekly basis and students will be presented with a certificate and acknowledgement award for each milestone listed below:

RAVI/RIVA MILESTONES

	10	Certificate
	25	Prize Cupboard
	50	Prize Cupboard
	75	Prize Cupboard
	100	Prize Cupboard
	150	Prize Cupboard
	200	Prize Cupboard
	250	Prize Cupboard
	300	Trophy

End of Term – Teachers to nominate one student to attend lunch with Principal (provided by school)



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• Targeted behaviour support

In a supportive and well-disciplined school, approximately 10% to 15% of students may occasionally need additional targeted support, specific adjustments or program intervention. Targeted support is typically delivered in small groups to the identified population.

Each year a small number of students at Rockhampton Special School are identified through our data as needing a little bit extra in the way of targeted behavioural support. In most cases, the inappropriate behaviours of these students may put these students' learning and social success at risk if not addressed in a timely manner.

Rockhampton Special School has a Student Services Committee that meets on a fortnightly basis to discuss individual student cases. This committee is coordinated by the Principal and supported by the Guidance Officer, Administration Team, the student's classroom teacher and other associated staff supporting the student at school. Students displaying behaviours of concern can be referred to this committee by completing the support referral form located on edStudio.

The classroom teacher will be supported by this committee to develop and implement a behaviour support plan. Students whose behaviour does not improve after receiving targeted behaviour support at this level, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

• Intensive behaviour support

In a supportive and well-disciplined school approximately 2% to 5% of students may need more intensive support and/or flexible learning options to assist them to continue their learning. These are typically individualised interventions for students with highly complex and challenging behaviours. Functional Behaviour Assessments are generally undertaken to assist with the development of intensive support options.

Rockhampton Special School 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.

Students whose behaviour indicates a need for specialised intervention and intensive behaviour support will be supported through complex case management. Complex Case Management involves core stakeholders assisting the school to create plans and to implement strategies to differentiate with our behaviour curriculum. Students may also have an Individual Behaviour Support Plan and/or Individual Risk Management Plan developed to inform staff of individual strategies. This plan outlines an approach to support the development of appropriate behaviours whilst reducing or eliminating inappropriate behaviours. The process of developing the plan brings together parents, teachers, school administration staff, any associated service providers and the student (where appropriate) to consider the student's current level of performance and to determine needs and priorities. It promotes:



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- Shared responsibility
- Consensus about behavioural and educational goals of the student
- Focus on a small number of key behaviours
- Collective accountability for outcomes
- Opportunity for communication

Negotiated Attendance Plans

Students who demonstrate high-level or potentially unsafe behaviours can be placed on a Negotiated Attendance Plan to achieve safe attendance and successful learning at school. This plan is developed in full consultation with parents/caregivers and is reviewed on a regular basis.

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.

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.

It is imperative that staff and students at Rockhampton Special School remain safe at all times whilst at school. When an individual student's behaviour has escalated to a point where there is a threat of harm or injury to other students or staff, the school's lockdown procedures will be implemented to ensure that the risk of harm is minimised and strategies to de-escalate the crisis are implemented.

Ten Tips for Crisis Prevention

Crisis Prevention Institute (Peternelj-Taylor, Hufft, Connolly, & Peterson, 2003, p.204)

1. **Be empathic** – Try not to judge or discount the feelings of others. Whether or not you think their feelings are justified, those feelings are real to the other person. Pay attention to them.
2. **Clarify messages** – Listen for the person's real message. What are the feelings behind the facts? Ask reflective questions and use both silence and restatements.
3. **Respect personal space** – Stand at least ½ - 1 metre from an acting-out person. Invading personal space tends to increase the individual's anxiety and may lead to acting-out behaviour.
4. **Be aware of your body position** – Standing eye-to-eye and toe-to-toe with a person in your charge sends a challenging message. Standing one leg-length away and at an angle off to the side is less likely to escalate the individual.
5. **Ignore challenging questions** – When a person in your charge challenges your authority or a facility policy, redirect the individual's attention to the issue at hand. Answering challenging questions often results in a power struggle.





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6. **Permit verbal venting when possible** – Allow the individual to release as much energy as possible by venting verbally. If you cannot allow this, state directives and reasonable limits during lulls in the venting process.
7. **Set and enforce reasonable limits** – If the person becomes belligerent, defensive, state limits and directives clearly and concisely. When setting limits, offer choices and consequences to the acting-out individual.
8. **Keep your nonverbal cues nonthreatening** – The more an individual loses control, the less that individual listens to your actual words. More attention is paid to your nonverbal communication. Be aware of your gestures, facial expressions, movements, and tone of voice.
9. **Avoid overreacting** – Remain calm, rational, and professional. Your response will directly affect the person’s behaviour.
10. **Use physical techniques only as a last resort** – Use the least restrictive method of intervention possible. Physical techniques should be used only when individuals are a danger to themselves or others. Physical interventions should be used only by competent/trained staff.

Physical Intervention

Rockhampton Special School’s ethos is to take a hands-off approach when addressing student behaviour, however, in extreme cases, staff may make legitimate use of physical intervention only if all non-physical interventions have been exhausted and a student is:

- Physically assaulting another student or staff member; or
- Posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Rockhampton Special 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 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 and the underlying function of the behaviour.

Any physical intervention made must:

- Be reasonable in the particular circumstance;
- Be in proportion to the circumstances;
- 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.

6. Consequences for unacceptable behaviour

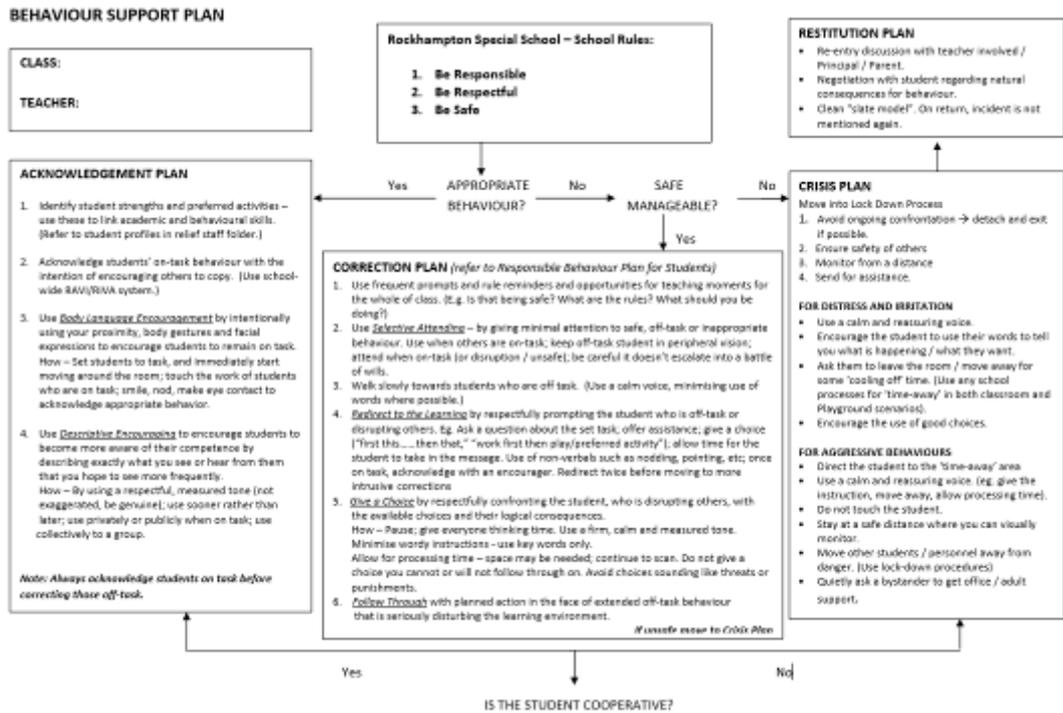
Rockhampton Special School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience





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predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. The flowchart below outlines Rockhampton Special School's Class Behaviour Support Plan (located on edStudio). This plan reflects the use of the 10 Essential Skills for Classroom Management (ESCM) and is used by teaching staff to respond consistently to behaviour across the school by acknowledging, correcting and managing crisis situations appropriately.



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 understandings:

- 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 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; and
- Do not require involvement of specialist support staff or Administration.

Major behaviours are those that:

- Significantly violate the rights of others;
- Put others/self at risk of harm; and
- Require the involvement of school Administration.





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How to Allocate a Consequence

One of the best ways to teach our students to accept responsibility for their mistakes and behaviour is to use logical consequences instead of punishment. Logical consequences are intended to teach students the hows and whys of good decisions, rather than making them sorry for making a bad choice.

Why do logical consequences work so well? When the consequence is related, reasonable and delivered respectfully, the child is able to make the connection with his or her own behaviour and is less likely to resist or deny responsibility. The goal of logical consequences is to help children develop internal understanding, self-control and a desire to follow the rules. The challenge is how to have the right responses at the ready in the active and busy world of the classroom!

Time-Out – Time-out should not be used as a punishment. You are not banishing the child for misbehaviour. Instead, you are asking him or her to take a few minutes to regain self-control and to think over what just occurred.

You Break It, You Fix It – Use this type of logical consequence when you see an opportunity for a student to solve a problem he or she caused. When something has been broken, feelings have been hurt, or a mess has been made – whether accidentally or intentionally, the consequence is that the one responsible for the problem takes responsibility for fixing it.

Loss of Privilege – Use this type of logical consequence when a child does not follow rules or expectations that have been clearly set and explained. When the jump ropes are used as lassoes, or the paint is on the walls instead of the paper, the consequence is that the privilege of using those materials is lost for a brief time, usually a day or two. What's taken away must be directly related to the misbehaviour. Use this type of logical consequence when children defy, test or simply forget the rules.

Every one of our students will sometimes make mistakes or do the wrong thing at the wrong time. The core message you send by using logical consequences is that you believe that all your students are learners, and mistakes are just another thing we can learn from, and do better.

Suspension

In some cases where extreme major behaviours or ongoing breaches of the Responsible Behaviour Plan for Students occur, suspension may occur.

Suspension 1-10 Days

A student may be suspended for up to 10 days for disobedience, misconduct, or other conduct that is prejudicial to the good order and management of the school.

Suspension 11-20 Days

A student may be suspended for longer than 10 days, but no more than 20 school days if the Principal is satisfied that the behaviour is so serious that it warrants a suspension of longer than 10 days.

The Principal must co-ordinate an alternate education program for the suspended student. A student who has been suspended must attend a re-entry interview with parents/caregivers, in which re-entry conditions are agreed upon.





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Exclusion

A student may be excluded from the school for disobedience, misconduct or other conduct prejudicial to the good order and management of the school. This sanction may be applied by the Principal when a student's behaviour:

- Endangers or places at risk the present and/or future safety of students
- Endangers or places at risk the present and/or future safety and welfare of staff
- Continues to be inflexible and other sanctions have proven ineffective
- Exhibits severity that a suspension is inadequate.

The following table outlines what is considered a minor behaviour (classroom managed) or major behaviour (office managed) at Rockhampton Special School:

Rockhampton Special School - Major vs. Minor Behaviour Chart

Classroom Managed Behaviours (Minor)	Office Managed Behaviours (Major)
Inappropriate use of language <i>(eg. swearing, teasing, name-calling)</i>	Threats with intent to cause serious harm
Non-compliance with school routine <i>(eg. leaving the classroom, refusal to complete work, IT misconduct)</i>	Physical misconduct – Serious <i>(eg. hitting or kicking with intent)</i>
Refusal to follow instructions	Continued disruption to the learning of others
Disruptive behaviour <i>(eg. interruptions to learning)</i>	Possess illegal substance/item
Low-intensity physical misconduct <i>(eg. push, pull, trip, pinch)</i>	Property misconduct – Serious <i>(eg. stealing, destroying school property)</i>
Low-intensity property misconduct <i>(eg. minor vandalism, writing on desks)</i>	Bullying/Harassment <i>(eg. continuous/ongoing targeting of others, intimidation)</i>
	Leaving the school ground without permission

All behaviour incidents (minor and major) are recorded on OneSchool (Education Queensland's reporting database). If minor behaviours, however, are frequently displayed throughout the day, an individual data collection tool may be used to record incidents more accurately to identify common antecedents (triggers) or patterns of behaviour. This data is uploaded to OneSchool at the end of each day.

7. Network of student support

Students at Rockhampton Special School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour support by:

- Parents
- Teachers





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- Support Staff (Teacher Aides, Youth Workers, etc.)
- Administration Staff
- Guidance Officer
- Occupational Therapists
- Physiotherapists
- Speech Language Pathologists

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

- Department of Communities (Child Safety Services)
- Police
- Local Council
- Advisory Visiting Teachers
- Autism Queensland
- CPL (Choice, Passion, Life – Disability Support Services)

8. Consideration of individual circumstances

To ensure alignment with the Code of School Behaviour (Refer to Safe, Supportive and Disciplined School Environment Procedure) 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.

Rockhampton Special 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.

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](#)





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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

- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
- Take a Stand Together
- Safe Schools Hub

Endorsement

Principal

P&C President or
Chair, School Council

Date effective: from December 2018 to December 2020.