

RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS

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Responsible Manager	School Principal		
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1. PURPOSE

- 1.1. This Responsible Behaviour Plan outlines the system process for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through this school plan, shared expectations for student behaviour are known to everyone, assisting The Glenleighden School (TGS) to create and maintain a positive, safe 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.
- 1.2. The School's approach is based on the School Values, Student Code of Conduct and through the School Wide Positive Behaviour Support approach. The school rules and values have been agreed upon and endorsed by all staff, students, Parent, Staff & Friends (PS&F) Association and Speech & Language Development Australia (SALDA) Board.

2. SCOPE

- 2.1. Students, staff, parents and carers all have rights and responsibilities for following this plan.

3. REFERENCES / DEFINITIONS

- 3.1. This plan should be read in conjunction with The Glenleighden School's
 - Student Code of Conduct,
 - School Wide Positive Behaviour Support (SWPBS) Procedure
 - Privacy Policy
 - Student Bullying Policy, and
 - Student Bullying Reporting and Response Procedure.
- 3.2. School Wellbeing Team: A team comprised of the School Psychologist, Counsellor and Chaplain.

4. PROCEDURE

TGS utilises a whole school approach to shape, support and recognise appropriate behaviours in all students.

All students are encouraged to take increasing responsibility for their own behaviour and the consequence of their actions, including:

- recognition that students have individual needs when developing social and personal competencies and not all students develop these competencies at the same pace;
- making reasonable adjustments for students as required to facilitate the development of their social and personal competencies;
- procedures that emphasise teaching students new skills to meet their needs in the school environment; and
- procedures which recognise the importance of positive reinforcement in the teaching and learning process.

4.1. The first step in facilitating standards of positive behaviour is communicating those standards to all students. At TGS, the importance of directly teaching students the behaviours that are wanted from them to demonstrate at school is emphasised. Communicating behavioural expectations is a form of school wide positive behaviour support - a strategy directed towards all students, which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

4.2. A set of behavioural expectations in specific settings has been attached to each of the school value domains. The School-wide Expectations Teaching Matrix on the following page outlines our specific behavioural expectations in all school settings.

4.3. At TGS, communication of the key behaviour messages is reinforced, which provides students with feedback for engaging in expected school behaviour. Recognition, both formal and informal, and monitoring form part of the reinforcement process. This reinforcement system is designed to increase appropriate behaviour and the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards through our SWPBS procedure.

4.4. Proactive and preventive processes that facilitate the development of acceptable standards of behaviour include:

- explicit and scheduled teaching of rules, behavioural expectations and values
- posters outlining expectations and consequences are clearly visible in all classrooms
- devising a classroom management plan (including seating plan and class rules)
- upholding, modelling and teaching the school values
- engaging in quality teaching/learning activities
- opportunities for parents to be involved with activities that promote and reinforce acceptable behaviour
- developing effective communication and appropriate interpersonal relations with students
- contacting parents/caregivers (with both good news and not so good news stories)
- using positive encouragement or reinforcement

4.5. Further ways that the development of acceptable standards of behaviour is proactively facilitated are in our Tier 1 Universals as part of our SWPBS Procedure.

SCHOOLWIDE EXPECTATIONS TEACHING MATRIX

	ALL AREAS	CLASSROOM	PLAYGROUND	STAIRWAYS HALLWAYS	TOILETS
Respect People and Property	<ul style="list-style-type: none"> Use equipment appropriately Keep hands, feet and objects to yourself 	<ul style="list-style-type: none"> Walk Sit still Enter and exit room in orderly manner 	<ul style="list-style-type: none"> Participate in school approved games Wear shoes and socks at all times Be sun safe; wear a broad brimmed hat 	<ul style="list-style-type: none"> Rails are for hands Walk one step at a time Carry items Keep passageways clear at all times 	<ul style="list-style-type: none"> Respect privacy of others Keep toilet areas clean and tidy
Follow Directions	<ul style="list-style-type: none"> Ask permissions to leave the classroom Be on time Be in the right place at the right time Follow instructions right away 	<ul style="list-style-type: none"> Be prepared Complete set tasks Take an active role in classroom activities Keep work space tidy Be honest 	<ul style="list-style-type: none"> Be a problem solver Return equipment to appropriate place at bell time 	<ul style="list-style-type: none"> Walk quietly in straight line/s 	<ul style="list-style-type: none"> Use toilets during breaks
Work and Play Safely	<ul style="list-style-type: none"> Respect others' personal space and property Care for equipment Clean up after yourself Use polite language Wait your turn 	<ul style="list-style-type: none"> Raise your hand to speak Respect others' right to learn Talk in turns Be a good listener 	<ul style="list-style-type: none"> Play fairly – take turns, invite others to join in and follow rules Care for the environment Be sun safe; wear a broad brimmed hat 	<ul style="list-style-type: none"> Walk quietly and orderly so that others are not disturbed 	<ul style="list-style-type: none"> Wash hands Walk Flush
Apply Ourselves to Learning	<ul style="list-style-type: none"> Always give 100% effort Seek feedback on work Seek help with difficult tasks Support others in their learning Ensure areas are used for their intended purpose in a respective way 	<ul style="list-style-type: none"> Always give 100% effort Seek feedback on work Seek help when required Support others in their learning Ensure work is presented to a high standard 	<ul style="list-style-type: none"> Play in appropriate areas Be inclusive of others when playing Participate in activities that are appropriate for school 	<ul style="list-style-type: none"> Be respectful of others learning when moving around the school Move quickly and quietly to areas to maximise learning time 	<ul style="list-style-type: none"> Ensure use of toilets is during break times to maximise learning time Report misuse to a teacher

5. RESPONDING TO UNACCEPTABLE BEHAVIOUR

A consistent model is applied in all classrooms to respond to incidents of unacceptable behaviour. Staff undertake annual review of these processes to ensure consistency. New staff are informed through the school induction program.

- 5.1. Redirecting low-level and infrequent problem behaviour: When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with the school expectations.
- 5.2. Targeted behaviour support may be required when a student does not respond positively to the school's SWPBS Tier 1 universals (in and out of class). Targeted support includes:
 - review of behaviour management plan and meet with year level team to review Tier 2 checklist for transition
 - behaviour data collection and review
 - involvement of the Student Wellbeing Team
 - regular Case Management meetings focusing on interventions and strategies
- 5.3. Students who are at risk and/or frequently demonstrate inappropriate behaviours are supported by a range of personnel and strategies. Intensive case management will be referred to the Psychologist to review the Behaviour Management Plan and consideration for tiered support as defined by the SWPBS.
- 5.4. An emergency situation or critical incident is where a sudden, urgent or unexpected incident occurs which poses an immediate risk of harm to self or others. These situations are dealt with immediately.

6. CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR

- 6.1. TGS makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. TGS seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. Should a student be on a tiered level of support, their plan would be also taken into consideration.
- 6.2. The behaviours listed in the following table are unacceptable at TGS. The examples of incidents cover class and playground situations, extra-curricular activities and other situations where students are clearly identified as members of TGS. The associated consequences have been determined with a focus on the principles of natural justice and a focus on teaching students appropriate ways to meet their needs.
- 6.3. The school's main operating principles, rules and values have been considered when developing appropriate consequences and guidelines for staff. It is expected that these consequences assist in the delivery of:
 - respectful and high quality learning environment,
 - individual ownership of an individual's actions and performance, and
 - positive attitude and participation in school life.
- 6.4. The application of consequences for the preservation of a safe and supportive environment considers:
 - the rights of all students to learn,
 - the rights of teachers to teach, and
 - the rights of all to be safe.
- 6.5. When responding to problem behaviour, the staff member first determines if the problem behaviour is minor or major, with the following agreed understanding:
 - Minor problem behaviour is handled by staff members at the time it happens.

- Major problem behaviour is referred directly to the relevant case manager, School Wellbeing Team or the Principal.

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 other in any other serious way;
- are not part of a pattern of problem behaviours;
- do not require involvement of specialist support staff or the Principal;

Minor problem behaviours can be addressed through SWPBS Tier 1 Universal Supports.

Major behaviours are those that:

- significantly violate the rights of others;
- put others/self at risk of harm;
- require involvement from Case Manager, School Wellbeing Team or the Principal.

- 6.6. Consequences for minor behaviour are be at the discretion of staff/case manager. Consequences for major behaviour are determined either the case manager, wellbeing team or administration, depending on the severity of the behaviour.

Consequences can include

- restorative justice aligned with the incident,
- thinking time,
- removal from the playground,
- loss of privilege,
- early exit from school with parental support,
- suspension, or
- exclusion.

Applying School Disciplinary Absence, suspension or exclusion, is very serious and these consequences are applied as a last resort for serious behaviours. A range of other appropriate school based sanctions are considered to address inappropriate student behaviours before applying suspension or exclusion. School Disciplinary Absences are only used after the unique circumstances of the situation and all other responses have been considered. Certain types of behaviours are serious enough to warrant a serious consequence such as a proposal or recommendation for exclusion. For example, students involved in selling or supplying drugs, violent assaults or use of weapons could expect to be proposed or recommended for exclusion.

Major problem behaviours may result in the following consequences:

- Level One: Time in office, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence
- Level Two: Parent contact, referral to School Wellbeing Team, early exit from school with parental support; suspension from school
- Level Three: persistent at-risk behaviour not responding to tiered 2 supports. Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

The following table outlines examples of minor and major behaviour incidents and possible consequences. This list is a guide, is not exhaustive and other behaviours will be dealt with as appropriate.

Type of unacceptable Behaviour	<p>Minor Problem Behaviours (No Referral and are recorded in a case management note)</p> <p>Minor behaviours are managed by the staff (teacher, therapist, school assistant) in the learning environment at the time it happens</p>	<p>Major Problem Behaviours are those that:</p> <ul style="list-style-type: none"> significantly violate the rights of others; put others / self at risk of harm; require the involvement of School Administration <p>Major problem behaviour is referred directly to the case manager, Wellbeing Team or Principal:</p>		
	<p>Level 1 Case Manager or School Wellbeing Team are responsible for imposing consequences for this type of misbehaviour e.g. Removal from class, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence</p>	<p>Level 2 Deputy Principals/Coordinators are responsible for imposing consequences for this type of misbehaviour</p>	<p>Level 3 The Principal is responsible for imposing consequences for this type of misbehaviour</p>	
Examples of incidents	<ul style="list-style-type: none"> Disruptive behaviour in class (talking, calling out, attention-seeking behaviour, ill-mannered, throwing, interrupting, lack of co-operation, laughing inappropriately, moving around the classroom, answering back, not following instructions, disrupting others) Insufficient or incorrect equipment for class Homework not completed Assignments not completed Ignoring instructions and/or signage including presence within 'out of bounds' areas Lateness to class and absence from class (truancy) Leaving the classroom without permission Littering (dropping papers or food) Inappropriate language (incidental, non-directive, conversational) Inappropriate use of electronic devices including mobile phones Anti-social behaviour (pushing, verbal challenges, argumentative behaviour) Possession of prohibited items (e.g. chewing/bubble gum, liquid paper, permanent markers) Damage to school property/graffiti (minor) Unauthorised eating /drinking in class Interfering with the property of others Bullying/harassment/teasing (incl. cyber) – first report Inappropriate and/or unacceptable use of equipment Running on concrete around buildings/on stairways Playing in toilets Not wearing correct attire (e.g. no hat in playground, no shoes outside) 	<ul style="list-style-type: none"> Repeated disobedience/defiance Bullying/harassment including cyber-bullying (subsequent reports) Communication misconduct directed and intentional (e.g. verbal, non-verbal or electronic) Swearing, name-calling and/or negative comments based on race, religion, gender, age or culture and directed towards others in a demeaning, provoking or threatening manner Repeated unexplained absence from class Unsafe behaviour (with intent) e.g. throwing objects Consistent non-compliance with routine Repeated inappropriate use of technology Leaving the school grounds without permission and truancy (whole and/or part day) Persistent interference with the learning of others/ self Abuse of staff (verbal/non-verbal/electronic) Inciting others to behave inappropriately Inappropriate use of electronic media: <ul style="list-style-type: none"> Bringing school into disrepute, abuse towards staff / students on public spaces Storage of non-educational and/or illegal files/software on school network including games 	<ul style="list-style-type: none"> Persistent or escalating Level 1 misbehaviour deemed to compromise the reputation, good order and management of the school Stealing Chronic absenteeism (persistent unexplained absences from school, lateness to school, school refusal & truancy) Possession of prohibited items (e.g. aerosol cans, laser pointers, steel rulers, offensive written/visual or electronic material, (e)-cigarettes, lighters, matches, tobacco) Smoking Under the influence of a prohibited substance (e.g. tobacco, alcohol) at school/at school events Fighting/physical aggression (including videoing assault/ or uploading to the internet/ distribution) Inciting physical assault Making threats Acts of retribution Inappropriate use of electronic media: <ol style="list-style-type: none"> Repeated Level 1 misuse Hacking/ destruction of data Deliberate avoidance of data filtering Major/wilful damage to property (vandalism) Sexual harassment /misconduct Intimidation of staff & students (verbal/non-verbal) Refusal to cooperate with an investigation, dishonesty, withholding information crucial to an investigation Gross insolence Continued & persistent bullying & harassment (including via all forms of communication) Abusive language, gestures, extreme rudeness Unacceptable moral behaviour involving self, others or offensive material (e.g. pornographic, debasing, degrading) 	<ul style="list-style-type: none"> Persistent or escalating Level 2 misbehaviour listed Dangerous behaviour Bringing weapons to school including syringes, knives or anything that could be considered a weapon Possession or use of illegal drugs Possession/use of a weapon Violent assault Malicious accusations against staff Behaviour outside the school which has an adverse effect on the reputation, good order and management of the school

Minors and Majors – How to Respond

Always try to use logical/natural consequence to match the disruption.

Consequences should provide an opportunity to learn, rather than punish. Using professional judgement is always paramount.

An example -

- Inappropriate and/or unacceptable use of equipment
- Redirection given – *This is how to use*
- Record in student's Case Management Notes

Level	Definition	Examples of strategies	Procedures to Respond
Do not refer, record in Case Management Note	<p><i>Behaviours that</i></p> <ul style="list-style-type: none"> • are dealt with 'in situ', by the adult present <u>(playground or classroom)</u> • do not require Case Manager, School Wellbeing Team or Principal involvement • do not significantly violate the rights of others • do not put others at risk of harm • are not chronic 	<p>More than one strategy can be used. List is least to most intrusive.</p> <p>Cueing with parallel acknowledgement Selective attending Non-verbal cue use Non-verbal redirection Rule reminder Questioning to redirect Verbal direction Discussion about effects Give a choice Take a Break – Cool Off Restorative conversations – student/ teacher conference Use of Time Out Loss of play time Loss of privilege (e.g. free time) Use of Monitoring/Behaviour sheet Contact Parents by case manager</p>	<ol style="list-style-type: none"> 1. Refer student to expectation to follow 2. Describe and model the expected behaviour 3. Continued monitor behaviour display 4. Give choice – consequence options 5. Follow through - deliver consequence 6. If not successful, refer to case manager 7. Record in case management note
Referral process	<p><i>Behaviours that</i></p> <ul style="list-style-type: none"> • violate the rights of others • put others at risk of harm • are chronic • require administrator involvement 	<p>More than one strategy can be used. List is least to most intrusive.</p> <p>Parent contact Withdrawal from class –Time out Withdrawal from playground Restorative conversations – facilitated conference Referral to Wellbeing Team Modified timetable Program Management Complex Case Management Short-term Suspension Long-term Suspension Cancellation of enrolment Exclusion</p>	<ol style="list-style-type: none"> 1. Refer student to school expectation to follow 2. Describe expected behaviour 3. Complete behaviour incident report as soon as possible – timely reporting = timely action 4. Refer to responsible staff as outlined above 5. Case Manager or Wellbeing Team to determine consequences and call parents for Major - Level 1 misbehaviours 6. Deputy Principal/Coordinator to determine consequences and call parent for Major - Level 2 misbehaviours 7. Principal to determine consequences and call parent for Major – Level 3 misbehaviours 8. Administrator to document contact <p><i>Students who display continued inappropriate behaviour will be recommended for further support.</i></p>

- 6.7. Relate problem behaviours to expected school behaviours. When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:
- articulate the relevant expected school behaviour;
 - explain how their behaviour differs from expected school behaviour;
 - describe the likely consequences if the problem behaviour continues;
 - identify what they will do to change their behaviour in line with expected school behaviour.
- 6.8. Should a problem behaviour continue, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour. Students with receptive language difficulties may need the discussion/explanation process repeated.
- 6.9. At TGS, staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

7. CONSIDERATION OF INDIVIDUAL CIRCUMSTANCES

To ensure alignment with the Student Code of Conduct and SWPBS 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.

TGS 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 information relevant to the students' age, gender, disability, culture background, socio-economic situation, mental health and wellbeing, emotional state (such as Personalised Learning Plan)
- 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
 - receive adjustments appropriate to their learning and/or impairment needs
 - provide written or verbal statements that will be taken into consideration in the decision-making processes
 - ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.

8. RECORDS

- 8.1. Behaviour Incident Report
- 8.2. Behaviour Management Plan
- 8.3. Personalised Learning Plan
- 8.4. Student Case Management File

9. REVIEW

- 9.1. This Plan is due to be reviewed three years from the date of approval.

10. APPENDICES

10.1. Appendix 1 – School Wide Positive Behaviour Support Approach

APPENDIX 1

School Wide Positive Behaviour Support Approach

TGS utilises a whole school approach to shape, support and recognise appropriate behaviours in all students. A three-tiered approach is used to facilitate standards of positive behaviour and to respond to unacceptable behaviour.

- **Universal (Tier 1)**

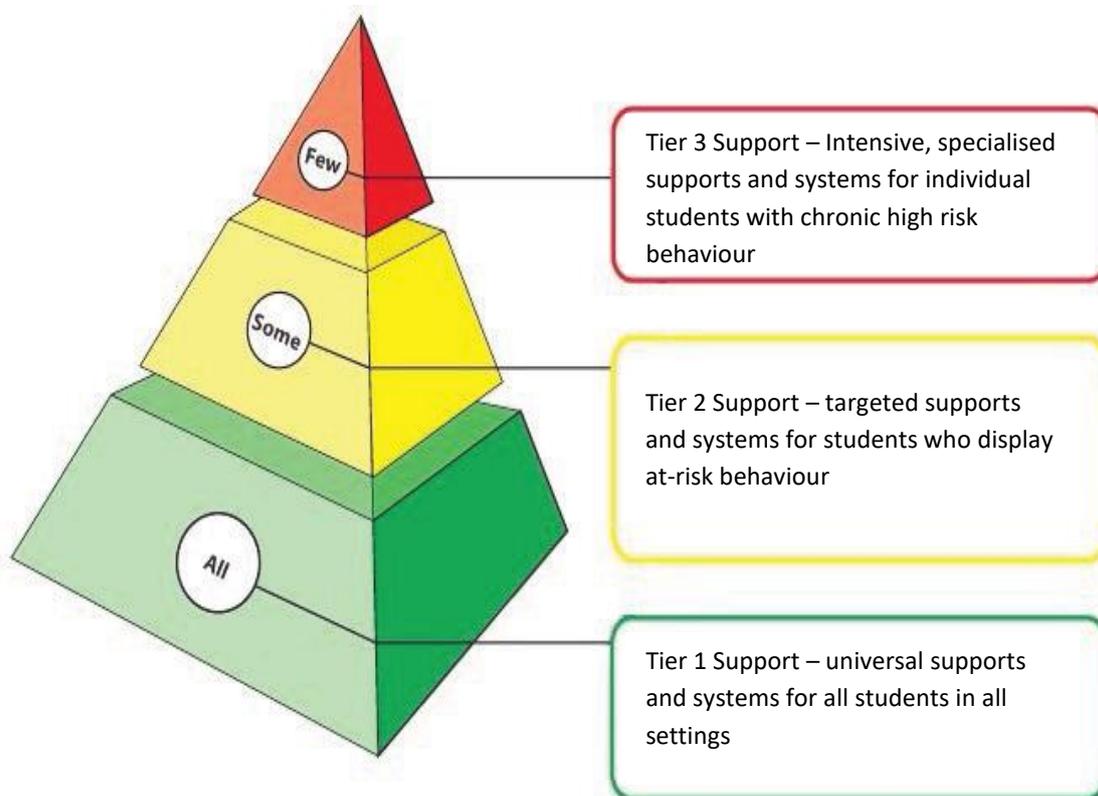
Universal levels of support are provided to all students. In a supportive school, approximately 80% - 90% of students require little, if any, additional support to follow the school rules and demonstrate appropriate behaviours.

- **Targeted (Tier 2)**

In a supportive school, approximately 10% to 15% of students may occasionally need additional targeted support, specific adjustments or program intervention.

- **Intensive (Tier 3)**

In a supportive 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.



Universal, targeted and intensive behaviour support includes:

- quality learning and teaching practices,
- a balanced, relevant and engaging curriculum,
- supportive and collaboratively developed procedures,
- the implementation of evidence-based programs,
- regular monitoring and review of school procedures and programs,
- professional development for all members of the school community consistent with the school's evidence-based approach to promoting positive behaviour,
- adoption of practices that are non-violent, non-coercive and non-discriminatory, and
- a continuum of whole school positive prevention actions for all students.