



The Code of School Behaviour

Better Behaviour
Better Learning

Ormiston State School

Responsible Behaviour Plan for Students

based on *The Code of School Behaviour*

1. Purpose

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

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

2. Consultation and data review

Ormiston State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken as part of the Quadrennial School Review process conducted throughout Semester 2, 2012. This included surveys, meetings and forums.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director in December 2012, and will be reviewed in 2015 as required in legislation.

3. Learning and behaviour statement

All areas of Ormiston State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

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 plain to everyone, assisting Ormiston 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.

Our school community has identified "T.O.P.S." as the school values to teach and promote our high standards of responsible behaviour:

T – Teamwork: Work as a member of a team

O – Ownership: Own my own behaviour and learning

P – Participation: Participate to the best of my ability

S – Sensitivity: Be sensitive to the needs of others

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

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

• Universal behaviour support

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



The Code of School Behaviour

Better Behaviour
Better Learning

A set of behavioural expectations in specific settings has been attached to each of our four school values. The Ormiston State School T.O.P.S. Matrix (Appendix 1) and Deconstructed Matrix (Appendix 2) outline our agreed rules and specific behavioural expectations in all school settings.

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

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons on school parades and active supervision by staff during classroom and non-classroom activities.

Ormiston State School implements the following proactive and preventative processes and strategies to support student behaviour:

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Behaviour Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices
- Induction programs in the Ormiston State School's Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Development of specific policies, including the Bullying Policy (under review).

Reinforcing expected school behaviour

At Ormiston State School communication of our key messages about behaviour is backed up through 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.

Ormiston State School "Gotchas"

Staff members hand "Gotchas" (Appendix 5) out each day to students they observe following school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When they observe a student following the rules they can choose to give them a "Gotcha". When students collect 5 "Gotchas", they are awarded a T.O.P.S. Award (Appendix 6) which is then brought to Administration for recognition and signing. Students also earn 1 token for each T.O.P.S. Award which goes towards their house cumulative points. At the end of the year, the winning house is announced and their house name added to the trophy.

Re-directing 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 our school's expectations.

Our preferred way of re-directing low-level problem behaviour is to employ a range of essential skills for behaviour management, including but not limited to cuing, proximity and verbal redirection. The student may be asked to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

• Targeted behaviour support

Each year a small number of students at Ormiston State School are identified through our data as needing additional targeted behavioural support. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.



The Code of School Behaviour

Better Behaviour
Better Learning

The Tier 2 Program is coordinated by a school-based team with active administrator support and staff involvement. All staff members are provided with continuous professional development consisting of an overview of the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported.

Students accepted into the Tier 2 Program attend their normal scheduled classes and activities with appropriate adjustments if required. However they have increased daily opportunities to receive positive contact with adults, additional support from check-in/check-out coaches and increased opportunities to receive positive reinforcement. Where required, adjustments are made to their program through academic support, adult mentoring or additional intervention.

Students whose behaviour does not improve after participation in the Tier 2 Program, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

• Intensive behaviour support

Ormiston State 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. The Behaviour Support Team:

- works with staff members to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection
- makes adjustments as required for the student, and
- works with the School Behaviour Leadership Team to achieve continuity and consistency.

The Behaviour Support Team has a simple and quick referral system in place. Following collaboration regarding the effectiveness of Tier 2 support, students can be easily transitioned to intensive support. An Administrator contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and district-based behavioural support staff. Options may be discussed which include both support at a school level as well as support for the student and their family from community based networks.

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.

Basic defusing strategies

Avoid escalating the problem behaviour

(Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language).

Maintain calmness, respect and detachment

(Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally).

Approach the student in a non-threatening manner

(Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates).



The Code of School Behaviour

Better Behaviour
Better Learning

Follow through

(If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).

Debrief

(Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations).

Physical Intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

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

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

It is important that all staff understand:

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

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

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

Any physical intervention made must:

- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student.

Record keeping

Each instance involving the use of physical intervention must be formally documented.

6. Consequences for unacceptable behaviour

Ormiston State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. An office referral card (Appendix 4) is used to record all minor and most major problem behaviours (with the exception of suspension or exclusion).



**The Code of
School
Behaviour**
Better Behaviour
Better Learning

Minor and Major behaviours

When responding to problem behaviour the staff member first determines if the problem behaviour is “Minor” or “Major” (Appendix 3), with the following agreed understanding:

“Minor” problem behaviour is handled by staff members at the time. Where appropriate, staff members can issue a “Green Card” (Warning) to the student, which is subsequently brought to Administration for signing before being taken home to the Parent/Carer. After signing the card, it is then returned to the school the next day.

“Major” problem behaviour is handled by staff members at the time but may also be referred to Administration for further investigation or action. Where appropriate, staff members can issue an “Orange Card” (Lunchtime Detention) to the student, which is subsequently brought to Administration for signing before being taken home to the Parent/Carer. After signing the card, it is then returned to the school the next day. For more serious Major behaviours, the Deputy Principal may issue a “Red Card” (After School Detention, Playground Withdrawal, or Classroom Withdrawal). Suspension or Exclusion are possible consequences for Major behaviours that are administered by 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 others in any other serious way
- are not part of a pattern of problem behaviours
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences (which often include logical connection to the problem behaviour): complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution, issuing a “Green Card” (Warning), contacting Parent/Carer. Minor problem behaviours may also involve the use of a re-direction procedure. The staff member takes the student aside and:

1. names the behaviour that student is displaying,
2. asks student to name expected school behaviour,
3. states and explains expected school behaviour if necessary,
4. gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:

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

Major behaviours result in referral to Administration because of their seriousness. When a major problem behaviour occurs, the staff member calmly states the major problem behaviour and reminds the student of expected school behaviour. If appropriate, the staff member fills out an “Orange Card” and directs or escorts the student to Administration. For more serious behaviours, contact with or referral to Administration may take place.

Major problem behaviours may result in the following consequences:

Level One – Orange Card: Parent/Carer contact, lunchtime detention at office, restitution, warning regarding future consequence for repeated offence, referral to Tier 2 Program.

Level Two – Red Card: Parent/Carer contact, after school detention, removal from classroom, work at office, loss of break times, removal of privileges, referral to Guidance Officer, School Chaplain, or Behaviour Support Team.

Level Three – Serious Behaviours: Parent/Carer contact, suspension, exclusion.

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,



**The Code of
School
Behaviour**
Better Behaviour
Better Learning

- explain how their behaviour differs from expected school behaviour,
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

If problem behaviour is repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Ensuring consistent responses to problem behaviour

At Ormiston State School 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.

Students also receive training about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour. We explicitly teach students the “High 5” strategy as an appropriate response to problematic peer behaviour.

7. Network of student support

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

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Positive Learning Centre Staff
- Senior Guidance Officer
- School Chaplain

Support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Consideration of individual circumstances

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

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

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



The Code of School Behaviour

Better Behaviour
Better Learning

8. 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

- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Supporting Students' Mental Health and Wellbeing
- Disclosing Student Personal Information to the Queensland Police Service
- Student Protection
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Temporary Removal of Student Property by School Staff
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Using the Department's Corporate ICT Network
- Managing Electronic Identities and Identity Management

10. Some related resources

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

11. Appendices

- Appendix 1: Ormiston State School T.O.P.S. Matrix
- Appendix 2: Deconstructed Matrix
- Appendix 3: Definitions of "Minor" and "Major" Behaviours
- Appendix 4: Problem Behaviour Referral Cards (Green, Orange, Red)
- Appendix 5: Ormiston State School "Gotcha"
- Appendix 6: T.O.P.S. Award for Five "Gotchas"

Endorsement

Principal

P&C President

Assistant Regional Director

Date effective: December 2012 to November 2015