

# *Kingsthorpe State School*



# **RESPONSIBLE BEHAVIOUR PLAN**

*- supportive of Education Queensland's  
'The Code of School Behaviour' -*



*Education for Life  
Creating Opportunity*



**Queensland  
Government**  
Education Queensland



# Kingsthorpe State School

## ***Responsible Behaviour Plan for Students***

based on Education Queensland's 'The Code of School Behaviour'

### **Rationale**

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

Kingsthorpe 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 the various members of the school community (teachers, teacher aides, ancillary staff, parents, students and school support personnel), 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.

Emphasis throughout the document is not only on necessary compliance to acceptable social standards of behaviour that promote a supportive and safe learning and working environment, 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. Like other key learning areas in the school curriculum, socially-responsible and appropriate behaviour is viewed as a vital skill that can lead to success in both the workforce and in life. Through the implementation of the Responsible Behaviour Plan for Students, this skill is addressed and developed both discretely (as a stand-alone curriculum topic) and intrinsically (within other curriculum contexts).

### **School beliefs about behaviour and learning**

At Kingsthorpe, our Vision is the promotion and development of a safe and supportive environment in which all people are:

- a) Independent Learners
- b) Confident and Self-managing
- c) Socially Responsible
- d) Effective Communicators and
- e) Happy and Involved

At Kingsthorpe State School, we believe that, despite the diversity of school community members and the wide range of contexts within and outside the school itself, there are common underlying behaviour expectations that govern all social behaviour. It is therefore possible to establish a School Code of Behaviour that can be accepted by all school community members as fair and equitable, and which is consistent not only with expectations of students in the classroom or school playground but also in the home and wider community. This behaviour code promotes and reinforces the baseline principles and values of Education Queensland's Code of School Behaviour, the National Safe Schools Framework and the National Framework for Values Education, despite these policies being developed sometime after Kingsthorpe State School

established its behaviour code. This fact serves only to confirm our faith in the integrity of our beliefs. Our School Community Behaviour Code is as follows:

A) SAFETY

School community members will act in a lawful and responsible manner that does not threaten or endanger self, others, property, learning or the learning environment.

Safety is exhibited in such conduct as:

- a) Safe use of equipment
- b) Acknowledgment and respect of the personal space of self and others
- c) Following of school rules and routines
- d) Moving safely through the school environment
- e) Resolution of conflict without violence

B) EFFORT

School community members will be mindful of the fact that the primary aim of schooling is student learning. Each member will actively fulfil their role in promoting this process to the best of their ability and appropriate to one's role in the school community.

Effort is exhibited in such conduct as:

- a) Attempting set work to best of ability
- b) Effective management of time
- c) Contribution to life and activities of the school
- d) Demonstration of an interest in the life of the school
- e) Cooperation in support plans

C) RESPECT

School community members will treat each other with courtesy and consideration at all times, being mindful of the rights and differing responsibilities of each person. Such courtesy will be reflected in both positive action and communication towards persons and property.

Respect is exhibited in such conduct as:

- a) Respecting self
- b) Respecting belongings of self and others
- c) Demonstration of an awareness of the rights and feelings of others
- d) Attentive listening
- e) Appropriate communication
- f) Following of school expectations
- g) Maintaining positive relationships with other education stakeholders

D) SELF-RESPONSIBILITY

School community members will endeavour at all times to make appropriate behaviour choices relative to the social context, and accept accountability for the outcomes of their actions. We will endeavour to fulfil our roles & responsibilities willingly without the need for continuous external motivation, and will acknowledge both our achievements as well as our mistakes.

Self-Responsibility is exhibited in such conduct as:

- a) Following instructions of supervisors
- b) Making appropriate choices without supervision

- c) Accepting responsibility for own behaviour
- d) Having appropriate equipment for tasks

There is recognition in the school community that such behaviour expectations not only have a social context but are skill-based, and therefore Benchmark Behaviour standards have been collaboratively established for students to promote appropriate school behaviour and to assist in the diagnosis and support of student behaviour problems. This benchmark framework is as follows:

**KINGSTHORPE STATE SCHOOL  
BEHAVIOUR  
BENCHMARKS**

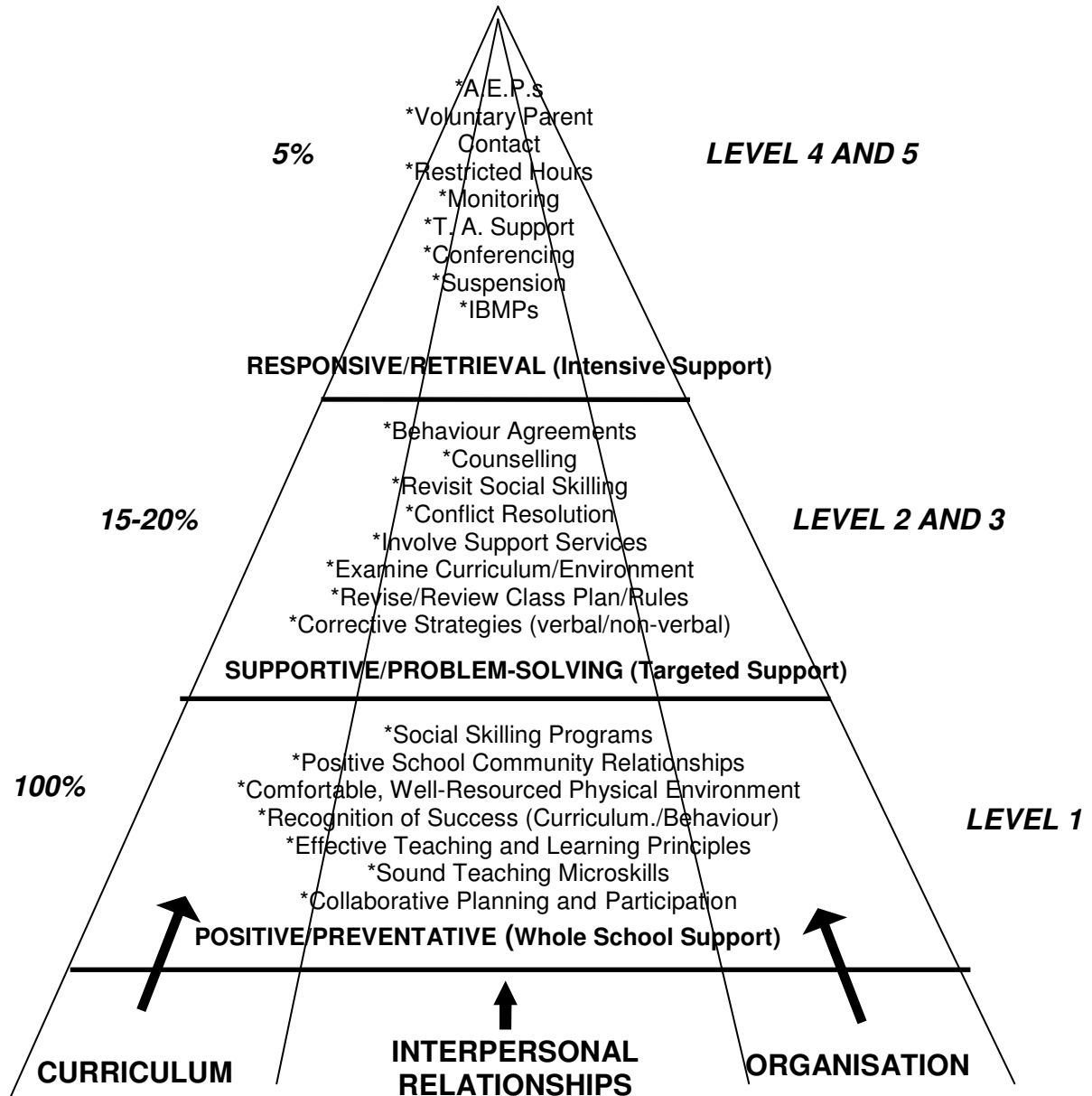
**EXPECTATIONS:**

- ☆ Students will be able to identify their behaviour standard.
- ☆ Students will accept responsibility for their current behaviour and undertake, via collaborative goal setting and review, to bring about positive behaviour change
- ☆ All students will strive to reach a COMPETENT or EXCELLING standard.

BEHAVIOUR CODE	BEGINNER	DEVELOPING	COMPETENT	EXCELLING
<b>SAFETY</b>	<p><b>RARELY</b> Uses equipment safely/ appropriately Moves safely through classroom/school Keeps hands/feet/teeth etc to self. Follows directions of teachers/staff Resolves conflict without violence. Wears school uniform Remains in class/school setting</p>	<p><b>SOMETIMES</b> Uses equipment safely/ appropriately Moves safely through classroom/school Keeps hands/feet/teeth etc to self. Follows directions of teachers/staff Resolves conflict without violence. Wears school uniform Remains in class/school setting</p>	<p><b>USUALLY</b> Uses equipment safely/ appropriately Moves safely through classroom/school Keeps hands/feet/teeth etc to self. Follows directions of teachers/staff Resolves conflict without violence. Wears school uniform Remains in class/school setting</p>	<p><b>ALWAYS (and encourages others to)</b> Uses equipment safely/ appropriately Moves safely through classroom/school Keeps hands/feet/teeth etc to self. Follows directions of teachers/staff Resolves conflict without violence. Wears school uniform Remains in class/school setting Serves as a role model for others</p>
<b>EFFORT</b>	<p><b>RARELY</b> Stays on task Attempts all set tasks and completes activities (incl. Assignments/homework) Participates actively in class. Works to best of ability. Seeks help when needed Attempts to meet deadlines Is prepared and shows interest</p>	<p><b>SOMETIMES</b> Stays on task Attempts all set tasks and completes activities (incl. assignments/homework) Participates actively in class. Works to best of ability. Seeks help when needed Attempts to meet deadlines Is prepared and shows interest</p>	<p><b>USUALLY</b> Stays on task Attempts all set tasks and completes activities (incl. assignments/homework) Participates actively in class. Works to best of ability. Seeks help when needed Attempts to meet deadlines Is prepared and shows interest</p>	<p><b>ALWAYS (and encourages others to)</b> Stays on task/ Participates actively Attempts all set tasks and completes activities (incl. assignments/homework) Works to best of ability. Seeks help when needed/Helps others Attempts to meet deadlines Is prepared and shows interest Accepts additional responsibilities/roles</p>
<b>RESPECT</b>	<p><b>RARELY</b> Treats own property with care. Accepts others' feelings/opinions/rights. Speaks politely and appropriately. Listens to and follows the directions of all school staff/support personnel Shows respect for school property. Follows class and school expectations. Cares for self and school work</p>	<p><b>SOMETIMES</b> Treats own property with care. Accepts others' feelings/opinions/rights. Speaks politely and appropriately. Listens to and follows the directions of all school staff/support personnel Shows respect for school property. Follows class and school expectations. Cares for self and school work</p>	<p><b>USUALLY</b> Treats own property with care. Accepts others' feelings/opinions/rights. Speaks politely and appropriately. Listens to and follows the directions of all school staff/support personnel Shows respect for school property. Follows class and school expectations. Cares for self and school work</p>	<p><b>ALWAYS (and encourages others to)</b> Treats own property with care. Accepts others' feelings/opinions/rights. Speaks politely and appropriately. Listens to and follows the directions of all school staff/support personnel Shows respect for school property. Follows class and school expectations. Cares for self and school work</p>
<b>SELF-RESPONSIBILITY</b>	<p><b>RARELY</b> Seeks or accepts help when needed. Requires no prompting to behave Accepts responsibility for own behaviour. Accepts consequences of own actions Works and plays independently. Is prepared/punctual for each lesson. Catches up on missed work Conforms to routines and procedures.</p>	<p><b>SOMETIMES</b> Seeks or accepts help when needed. Requires no prompting to behave Accepts responsibility for own behaviour. Accepts consequences of own actions Works and plays independently. Is prepared/punctual for each lesson. Catches up on missed work Conforms to routines and procedures.</p>	<p><b>USUALLY</b> Seeks or accepts help when needed. Requires no prompting to behave Accepts responsibility for own behaviour. Accepts consequences of own actions Works and plays independently. Is prepared/punctual for each lesson. Catches up on missed work Conforms to routines and procedures.</p>	<p><b>ALWAYS (and encourages others to)</b> Seeks/accepts/offers help when needed. Requires no prompting to behave Accepts responsibility/consequences of action Works and plays independently. Is prepared/punctual for each lesson. Catches up on missed work Conforms to routines and procedures. Shows initiative in work/social situations</p>

## Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

At Kingsthorpe State School, our behaviour management processes can be represented in the following Supportive School Environment model:



As the model depicts, at all levels of behaviour support and intervention there is still some focus on relevant curriculum, positive interpersonal relationships and sound organisational practices in order to promote effective teaching and learning practices and attempt to maintain the student within the school and classroom environment.

In relation to student behaviour support, Kingsthorpe State School recognises that different students require different levels of support (in relation to the nature of strategies and number of personnel) in order to be able to uphold or at least operate within the behaviour code of the school. These levels are not labels of 'goodness' or 'badness', but rather assist teachers, parents and support personnel to recognise their roles and responsibilities and support networks in assisting the individual student.

## Levels of Student Behaviour Support

### **Level 1      Self-Managed (Student alone)**

School Response – Positive/Preventative

Teacher Response – See Acknowledgment Plan of Schoolwide Plan

### **Level 2      Self-Managed + Teacher Support**

School Response – Supportive/Problem-Solving (Targeted)

Teacher Response - See Correction Plan/Acknowledgment Plan of Schoolwide Plan

### **Level 3      Self-Managed + Teacher Support + Parent**

School Response – Supportive/Problem-Solving (Targeted)

Teacher Response as above, with possible addition of parent-requested strategies

### **Level 4      Self-Managed + Teacher Support + Parent + Behaviour Teacher/ Principal/G.O.**

School Response – Responsive/Retrieval (Intensive)

Teacher Response – As above + see Crisis Plan of Schoolwide Plan

### **Level 5      Self-Managed + Teacher Support + Parent + Behaviour Teacher + G.O. + Principal.**

School Response – Responsive/Retrieval (Intensive)

Teacher Response – As above + Possible Individual Behaviour Management Plan  
And possible Risk Management Plan

**\*\*NOTE** At Level 5 formal referral to other agencies and support personnel may also take place. Informal approaches to such personnel, including the Guidance Officer, may be instigated by the class teacher as early as Level 2.

## **THE MODES OF SCHOOL BEHAVIOUR SUPPORT**

### **1) THE POSITIVE/ PREVENTATIVE (Whole School) MODE OF BEHAVIOUR SUPPORT**

Preventing inappropriate behaviour via the promotion of appropriate behaviour is a more positive and generally more successful method of managing student behaviour than correcting behaviour incidents after they occur. For students with Level 1 support needs (that is, the self-managing students who make up approximately 80% of the student population), this preventative focus may be the full extent of teacher input into their behaviour management. At Kingsthorpe State School, important elements in promoting socially appropriate behaviour in all students and preventing the occurrence of inappropriate behaviours include:

### ***a) The creation of a positive whole school culture***

This is achieved primarily through the promotion of and skilling in appropriate behaviour via social skilling programs and acknowledgement of effort and results in academic, sporting and behavioural contexts. Staff utilise a wide range of acknowledgement strategies with students, reviewed on an annual basis, including:

- ☆ Praise/Encouragement  
(Verbal/Non-verbal/Written)
- ☆ Class Responsibilities  
(Messenger, Teacher's Helper, Library Monitor, Tuckshop)
- ☆ Inter-Class Responsibilities  
(Peer Tutoring, Peer Mediation)
- ☆ Token/Point/Star Systems  
(Individual/Group Goal-Setting)
- ☆ Public Display of Work  
(Classroom, Foyer, Kids' Biz, Newspapers)
- ☆ Individual Class-Level Rewards  
(Stickers, Books, Stamps, Free time, Certificates, Student-Choice Activities, Computer Time)
- ☆ Whole Class Rewards  
(Parties, Fun Days, Game time, Sport, Videos)
- ☆ Happy Grams(Yr 1-5)/Student of the Week (Yr 6-7)
- ☆ Phone calls to Parents
- ☆ Sharing Work With Others  
(Principal, Other Classes, Parents)
- ☆ Whole School Reward System (Gotcha Cards)
- ☆ Teacher Evaluations  
(Marks/Comments on work/Behaviour Reporting)
- ☆ Celebrations  
(Birthdays, "Outside" achievements)
- ☆ Notes in School Newsletter
- ☆ Principal's Awards

The efforts of staff members are also acknowledged at staff meetings and through the weekly School newsletter.

Social skilling programs used within the school include elements of "You Can Do It – Program Achieve", the "ELAPSE" program, "Deal With It", Lions Quest "Working It Out" Conflict Resolution Program, "Stop Think Do", the "Rock and Water" program, "Take Control" Protective Behaviours Anti-Bullying program, "Seasons For Growth" Grief and Loss program, Peer Mediation and individualised whole class and small group programs structured by class teachers or by behaviour support personnel.

### ***b) Quality learning and teaching practices***

Kingsthorpe State School is predominantly staffed, in ancillary, teaching and administrative roles, by very experienced staff who have fulfilled their roles successfully for many years. However, there is a general recognition amongst staff members that we are all 'lifelong learners', and an acceptance of the need for change and development in the area of education. Staff therefore undertake to maintain and develop their teaching skills in line with departmental initiatives in policy and practice, to share their skills and provide support for new teachers and teacher aides, and to collaboratively plan in order to combine expertise and knowledge for the benefit of students. All teaching staff are members of year level teams which meet fortnightly and also take part in fortnightly staff meeting forums. Many staff also occupy positions in school committees, focused on such areas as Behaviour Management, Students with Special Needs, and Workplace Health and Safety. Teachers also invite behaviour support personnel to carry out observations of their classrooms (via processes such as Classroom Profiling) when behaviour issues arise, and are open to advice relating to modifications to pedagogy (relationship and organisational strategies) and curriculum.

### ***c) A balanced, relevant and engaging curriculum and collaboratively developed programs and procedures***

Through individual professional development activities, through year level meetings and through whole school in-service, teaching staff at the school remain responsive to developments in assessment, reporting and curriculum. Individual staff members accept key roles in skill development, participating in professional development then teaching and promoting the new skills and initiatives across the campus. Through meetings convened periodically, staff collaboratively plan units and lessons of work for students, remaining flexible and responsive to changes in student needs and local issues. A variety of resources and learning activities are incorporated into curriculum delivery to cater for differences in learning style, ability and interest. Student input into curriculum content and delivery becomes more prevalent in the upper year levels, in unison with developments in student maturity and self-responsibility.

### ***d) Managed professional development, education or training for all members of the school community***

Training for school community members of Kingsthorpe State School is delivered in various forms. Students in the school have access to age-appropriate social skilling programs via their class teachers and behaviour support teachers. Teaching and ancillary staff have access to in-service in departmental policy and procedures including mandatory training elements such as Student Protection and the Code of Conduct, and in relation to local emergent needs with regards curriculum, pedagogy and related areas. This professional development is delivered predominantly via pupil-free day skills and information sessions, staff meetings and through teacher release. The school holds parent meetings at varying times of the year to pass on relevant information relating to departmental or school initiatives, and also keeps parents informed of school developments via its P&C meetings and school newsletter.

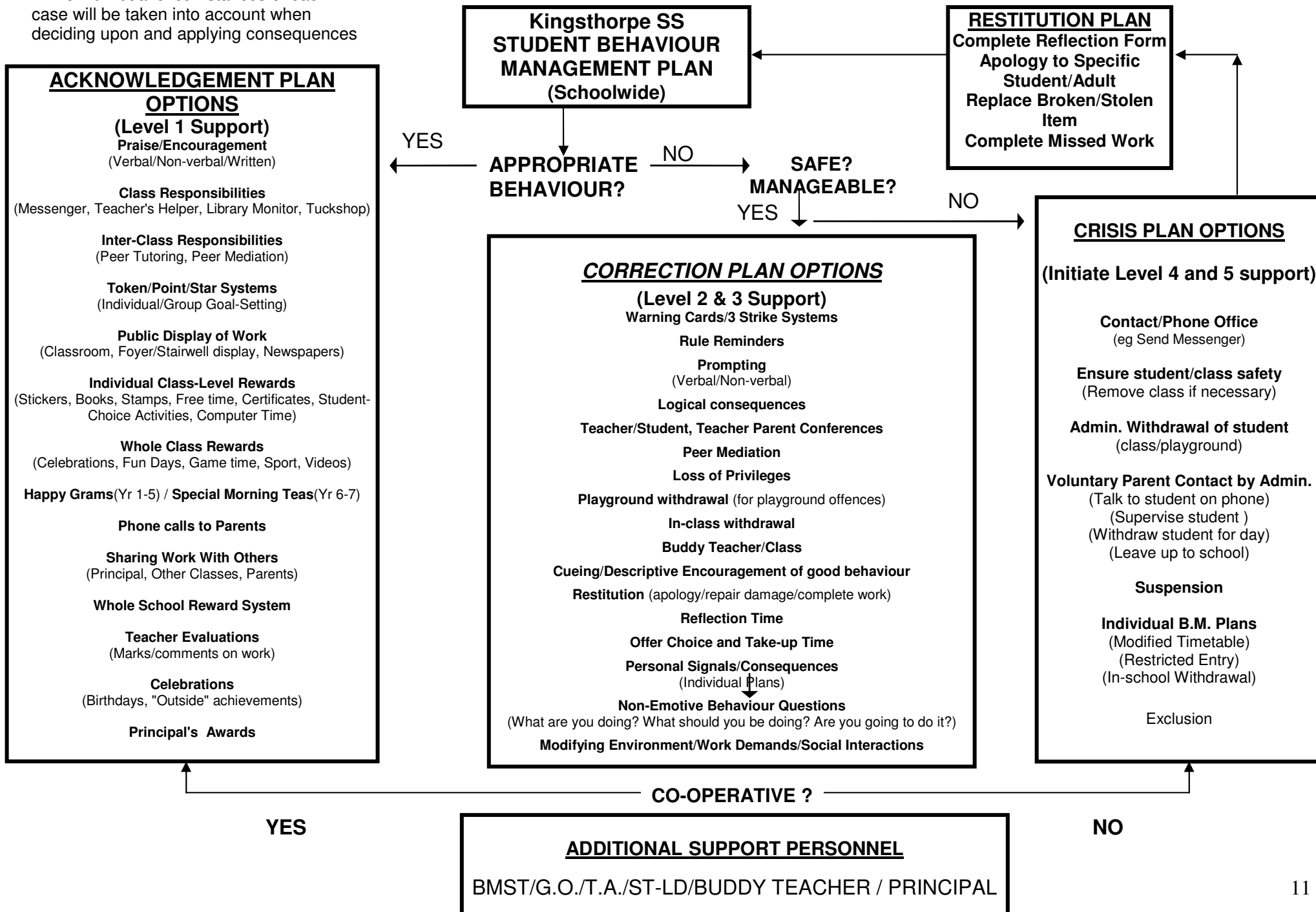
## 2) **SUPPORTIVE/PROBLEM-SOLVING (Targeted) MODE OF BEHAVIOUR SUPPORT**

Students who violate the school's Code of Behaviour, despite efforts to promote and develop appropriate behaviour, must be supported to modify and correct their behaviour. These are the students with Level 2 and Level 3 support needs, and this support is achieved in the school via the following processes:

### ***a) Application of a range of non-violent, non-coercive and non-discriminatory Behaviour Management corrective strategies.***

The school utilises a collaboratively developed whole school BM plan, compiling safe, respectful 'best practice' BM strategies to uphold the school behaviour code. School practice has moved away from the application of prescriptive, punitive measures to the use of a wide range of logical strategies and consequences, catering for the diversity and individuality of contexts and circumstances, with provision for the exercising of teacher professional judgement linked to accountability. This schoolwide behaviour plan is as follows:

\*\*The individual circumstances of each case will be taken into account when deciding upon and applying consequences




Staff are encouraged to utilise a 'least intrusive' approach to correction of inappropriate behaviour, aiming to disrupt the learning environment as little as possible in the process of maintaining conducive learning conditions. In order to do this, staff may use a 'risk assessment' process to determine their course of action, as follows:

- Step 1:** What behaviour code or class rule is being broken?
- Step 2:** What is the current or potential impact of this behaviour on learning and teaching?
- Step 3:** Should I get involved and if I do, what is the simplest, least intrusive approach?
- Step 4:** Apply the first strategy and monitor its results. If unsuccessful, go to Step 5.
- Step 5:** Apply a more intrusive strategy and monitor results. If unsuccessful, go to Step 6.
- Step 6:** Apply a more intrusive strategy. This may include an 'exit' consequence if unsuccessful

Least intrusive to most intrusive strategies utilised by school staff in correcting student behaviour include the following, in order of level of intrusion:

- **TACTICAL IGNORING**
  - **SELECTIVE ATTENDING**
  - **PROXIMITY**
  - **PROXIMITY WITH TOUCH INTERFERENCE**
  - **BODY LANGUAGE ENCOURAGING**
  - **WAITING AND SCANNING**
  - **PAUSE IN TALK**
  - **CUEING (Verbal/Non-verbal/Parallel)**
  - **DESCRIPTIVE ENCOURAGING**
  - **NON-VERBAL REDIRECTION (eg Flashcards/Private Signals)**
  - **DISTRACTION/DIVERSION**
  - **NON-VERBAL DIRECTIONAL ACTION (eg Bell/Whistle/Clapping)**
  - **ORAL DIRECTIONAL PHRASE (eg 1-2-3, eyes on me)**
  - **CURRICULUM REDIRECTION**
  - **CALLING THE STUDENT'S NAME**
  - **QUESTIONING TO RE-DIRECT (eg Rule Questions)**
  - **INDIVIDUAL CLOSE TALK**
  - **VERBAL REDIRECTION – DIRECTIVE QUESTION**
  - **VERBAL REDIRECTION – DIRECTIVE STATEMENT**
  - **GIVE CHOICES (INCORPORATING CONSEQUENCES)**
  - **STATE LOGICAL CONSEQUENCE**
  - **FOLLOW THROUGH – ENFORCE CONSEQUENCES**
  - **MOVE STUDENT IN ROOM/PLAYGROUND**
  - **MOVE STUDENT TO REFLECTION/TIME-OUT AREA/BUDDY CLASS**
  - **REMOVE STUDENT FROM CLASSROOM/PLAYGROUND**
  - **HAVE THIRD PARTY REMOVE STUDENT FROM CLASSROOM/PLAYGROUND**
  - **REMOVE REST OF CLASS FROM ROOM/ AREA**
  - **PHYSICAL RESTRAINT (Non-Violent Crisis Intervention)**
- Least Intrusive



Most Intrusive

Training and refresher sessions in these corrective skills make up some of the professional development sessions that staff engage in throughout the year.

***b) A continuum of least to most intrusive Intervention processes involving modifications to learning conditions to prevent recurrence of behaviours***

Following correction of behaviour problems in the classroom or playground, teachers are encouraged to initiate changes in practice to prevent or reduce the possibility that the behaviour will reoccur. As with the corrective process, this is a "Least to most intrusive" process, involving the initial modification of organisational and relationship factors within the learning setting and ultimately the involvement of student support services outside the classroom (eg medical support, mental health). The model for this process is represented below:

# FOCUS OF INTERVENTION STRATEGIES

LEAST INTRUSIVE

LEAST RESISTANT  
TO CHANGE

## **PHYSICAL ENVIRONMENT**

Seating Plan/Class Set-up  
Lighting/Furniture  
Visual Distractions  
Location of Resources  
Teacher Proximity  
Lesson Venue

## **TASK REQUIREMENTS**

Length of Activities  
Hands-On Lesson elements  
Use of Technology  
Goal Setting  
Use of Stretch Breaks  
Variety of Activities  
Flow of Lesson Activities  
Transition between Activities  
Relevance/Level of Content

## **SOCIAL INTERACTIONS**

Non-Verbal Signals  
Least Intrusive Strategies  
Peer Influence  
Monitoring Systems  
Reward Systems  
Positive and Reframing Strategies

## **STUDENT**

(Medical, Emotional, Environmental)

Parent Conferences  
Special Needs Committee Referral  
Guidance Officer/BMST Referral  
Paediatric Referral  
Referral to other community support agencies

MOST INTRUSIVE

MOST RESISTANT  
TO CHANGE

### 3) **RESPONSIVE/RETRIEVAL (Intensive) MODE OF BEHAVIOUR SUPPORT**

Within the student population, there are a small percentage of students (approx. 5%) who fail to modify their behaviour to any long-term degree despite the corrective and intervention processes utilised by the teaching staff. Generally, there is some medical, emotional or environmental condition which influences the student's behaviour and places their high level support needs outside the expertise of the classroom teacher. These students have Level 4 and 5 support needs, and require the intensive support of additional personnel within and outside the school, including Behaviour Support Teachers, Guidance Officers, AVTs (eg Autism) and agencies such as Child and Youth Mental Health Services, Paediatricians and even the Juvenile Aid Bureau. For such students, a variety of intervention strategies are introduced in unison with the mainstream schoolwide corrective and intervention practices already listed. Such strategies may include:

- ◇ Behaviour charts/reward systems
- ◇ Behaviour monitoring
- ◇ Playground withdrawal
- ◇ Playground licences
- ◇ Playground monitoring
- ◇ In-class withdrawal
- ◇ In-class supervision
- ◇ Exit plans
- ◇ Subject withdrawal/changes
- ◇ Buddy systems/class changes
- ◇ Behaviour agreements
- ◇ Small group/individual social skilling sessions
- ◇ Teacher aide withdrawal sessions
- ◇ Behaviour work with Behaviour Support Teacher/ Principal
- ◇ Counselling
- ◇ Use of appropriate mentors
- ◇ Peer mentoring
- ◇ Visits by external agency
- ◇ Case conferencing/parent interviews
- ◇ Mediation
- ◇ Individual Behaviour Management Plans (IBMP)
- ◇ Risk Management Planning
- ◇ Voluntary parent contact
- ◇ Modified school attendance (reduced/restricted attendance)
- ◇ Referral to internal and external support agencies
- ◇ Physical restraint
- ◇ Alternative Education Program (AEP) (linked to IMBP)
- ◇ Suspension (1-5, 6-20 days)
- ◇ Distance Education (on campus, off-campus supported)
- ◇ Dual enrolment (with Distance Ed)
- ◇ Work Placement or Community Service
- ◇ Supervised visit to alternative campus
- ◇ Exclusion

Intervention processes are developed, monitored and evaluated via a School Case Management process, whereby the school case manager, generally the Principal will communicate with stakeholders and organise case conferences from which intervention plans in the form of Individual Behaviour Management Plans or Alternative Education Programs can be developed and stakeholders allotted responsibilities in the facilitation of such plans and programs.

## Consequences for unacceptable behaviour

The range of correction and intervention strategies utilised by the school in preventing, responding to and intervening in student behaviour problems has been listed in previous sections. In the early stages of correction, the general aim is to modify acute inappropriate behaviour and have the individual back on task in the learning environment with minimal disruption to their learning and to the environment itself. This is the rationale of the “Least intrusive” approach. Similarly, the intervention strategies for students with chronic behaviour issues are generally supportive management strategies. However, there are occasions when incidents of student behaviour must be dealt with through the application of a logical consequence, aimed at reducing the disruption to the safe learning environment, encouraging student reflection on behaviour in the interests of developing self-responsibility, and providing reparation and restitution to those who may be the ‘victims’ of the behaviour. There is no ‘prescription’ for logical consequences in the school (eg Behaviour A = Consequence A), because of the realisation that the individual circumstances of each situation must be taken into account. Instead, teachers are encouraged to use their professional judgement in choosing from a range of logical consequences developed and approved by the school community. At Kingsthorpe State School, the following are examples of logical consequences for unacceptable behaviour:

<b>Example of inappropriate behaviour</b>	<b>Consequence</b>
Incessant talking/Calling Out	Seating plan - Movement away from peers Movement to Reflection-out desk to sit at. Movement to Buddy class
Stealing	Referral to Principal Parent Contact Replace or return any items stolen Sessions with Guidance Officer/School Police Officer
Striking a classmate	Apology Referral to Principal Referral to Time-Out room if a playground offence Possible short-term withdrawal from playground Possible suspension based on circumstances Sessions with BMST (eg Anger Management)
Swearing	Discussion with teacher regarding code of Respect Possible referral to Principal Apology if directed at an individual Movement to buddy class, reflection desk or withdrawal room Possible suspension based on circumstances
Late for class	Rule reminder (bell times) Work provided for catch-up at home/ in own time Parent contact if recurring Referral to Principal Possible referral to BMST or Guidance Officer
Homework not completed	Use of own time to complete unfinished work. Contact with parent if recurring Possible creation of alternative ‘in-class’ times for homework completion based on circumstances Possible referral to Principal

<b>Example of inappropriate behaviour</b>	<b>Consequence</b>
Non-Compliance/Work Refusal	Repeat request allowing take-up time Rule reminder and Code of Behaviour. Movement of student to buddy class Referral to Principal for immediate support if unsafe/disruptive. Follow-up with Principal at end of session if safe/manageable Possible suspension based on circumstances
Possession of Weapons/Drugs	Immediate referral to Principal Immediate Parent Contact Consultation with District Office regarding Police involvement etc. Suspension pending further action
Unsafe Playground Behaviour (eg throwing rocks)	Rule reminder relating to Code of Behaviour Short-term withdrawal (eg Seat in shade) Possible referral to Withdrawal room Possible follow-up with Principal depending on circumstances

In applying consequences in the classroom setting, the general aim is to minimise disruption to learning and teaching whilst keeping the student within a learning setting and encouraging them to reflect on their behaviour in the interests of developing self-responsibility. For this reason, teachers at Kingsthorpe State School are encouraged to utilise Reflection areas within the classroom for temporary withdrawal, and Buddy Classes when withdrawal from the immediate setting is warranted. In these venues, students complete behaviour reflection plans. Withdrawal to reflection areas and Buddy Classes is often linked to a 3 Strike warning system, as follows:

### **'3 STRIKE' BEHAVIOUR MANAGEMENT PROCESS**

STEP 1 Acknowledgement of Compliance

STEP 2 Low Intrusion Corrective Strategies

- Tactical Ignoring/Selective Attending
- Cueing/Descriptive Encouraging
- Proximity/Body Language/Close personal talk
- Directive Question/Simple Verbal Direction

STEP 3 Initiation of Three Strike Process and Non-emotive phrases

eg WHAT ARE YOU DOING?  
WHAT SHOULD YOU BE DOING?  
ARE YOU GOING TO DO IT?

Or Verbal Redirection – Directive Statement.  
eg “John, start your Maths, thanks”.

The student’s name is recorded on the board, and a tick or cross added to represent Strike 1. The teacher may even verbalise this fact eg “John, that is Strike 1”.

- STEP 4 If the student fails to modify the behaviour, or initiates a new inappropriate behaviour, the teacher repeats Step 3. Another tick or cross is added to the name on the board, representing Strike 2. The teacher informs the student of what will happen if Strike 3 is reached. If the student gets no further than Strike 2 in the lesson/session, the name is rubbed off the board at the end of that lesson/session and the student starts the next lesson/session with a clean slate.
- STEP 5 On the 3rd strike or at the response “No, I am not going to do it”, the student is sent to the REFLECTION AREA within the classroom or to the Buddy Class. Here the student will complete their Reflection Plan and any set work. The class teacher (and Buddy Teacher if at Buddy class) will negotiate the length of the time the student is to be withdrawn ( eg until completion of Reflection Plan, completion of set work, end of lesson or session). The student is only re-admitted to the lesson/classroom if the class teacher is satisfied with their Reflection Plan, and may be sent back to the Reflection Area/Buddy Class to revise their plan. The teacher re-admits the student to the lesson when satisfied with the Reflection Plan and any set work has been completed.
- STEP 6 Any student who refuses to go to the Reflection Area or Buddy Class, or who misbehaves in the Buddy Class, is referred to the administration. The Principal will speak with the student, and if they are compliant and settled, will escort them to the Buddy Class or keep them in the office area to complete their Reflection Plan. Often, there is an additional consequence for the initial refusal that the child remains in the Buddy Class or office for the entire next session. If the student remains non-compliant or unsettled, the parent is phoned by the Principal using the process of Voluntary Parent Contact and given the following options:
- 1) Speak to their child on the phone
  - 2) Come to the school and personally supervise the child in the next session
  - 3) Withdraw the child for the rest of the day to calm and reflect
  - 4) Let the school handle the situation (which could result in suspension depending on the level of the student’s behaviour)

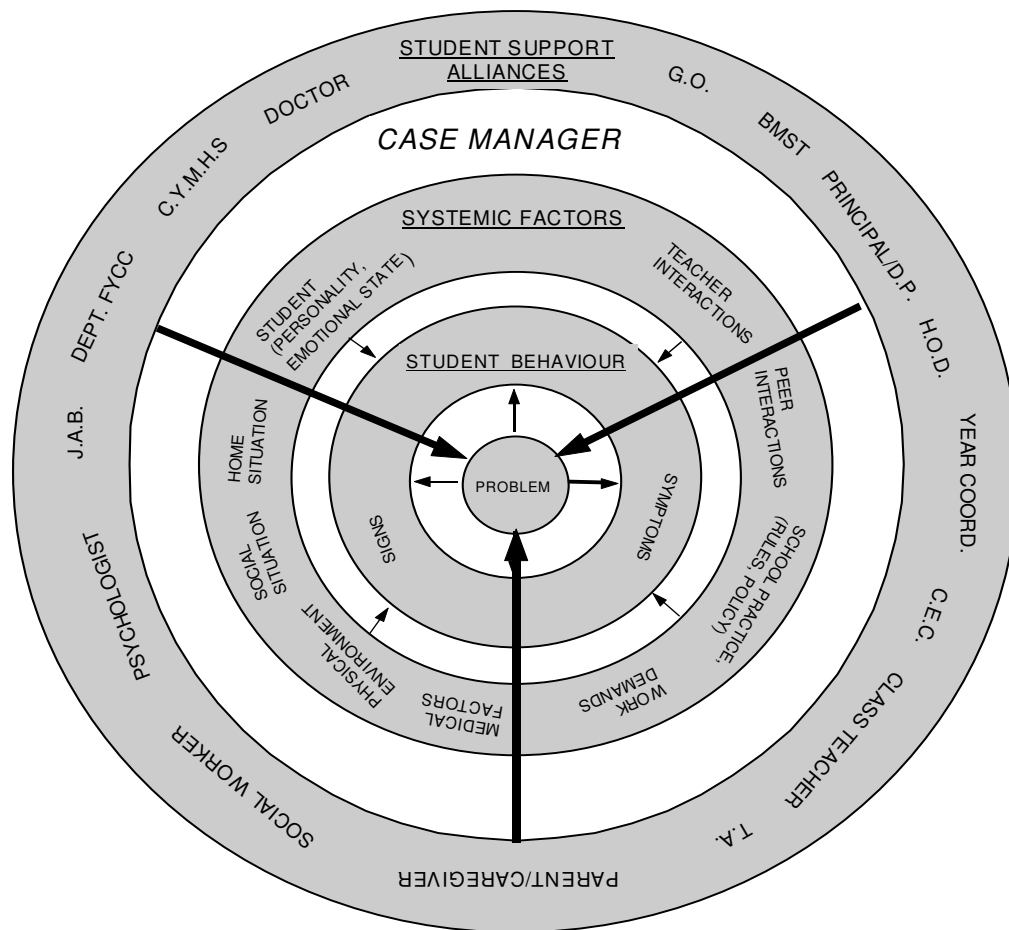
Suspension of a student from Kingsthorpe State School is a consequence which is used generally as a last resort (for a student with chronic behaviour issues who is resistant to attempts to modify their behaviour) or as a natural restitution and reparation process for high level, unsafe behaviours (eg physical violence or verbal abuse directed at a student or teacher). Use of suspension serves to initiate increased support for the student upon their re-entry, with the aim of preventing a repeat of the behaviour and assisting the student to re-integrate into the school environment. Compulsory re-entry meetings for students returning from suspension, participated in by the student, parent-caregivers, school administration, class teachers (if involved) and school support personnel (eg Behaviour Support Teacher, Guidance Officer), help to create a supportive network for the student and define the support processes to be used.

## The network of student support

As mentioned previously, Kingsthorpe State School utilises a School Case Management approach to deal with student behaviour issues (See 'Individual Circumstances' section), and classifies all students according to their support needs, from Level 1 for the self-managing student through to Level 5 for the student unable to manage behaviour without intensive intervention. For students with socially appropriate behaviours, and those with minor classroom misbehaviour (Level 2 Support Needs), the teacher is the case manager and will provide support for the student in the form of correction and acknowledgement of improvement and achievement. If the teacher's efforts prove unsuccessful or the teacher becomes concerned about aspects of a student's behaviour, Level 3 support is initiated via parent interviews, whereupon the assistance and advice of the parent is sought to bring about student behaviour change. If student behaviour fails to improve after this level of support, Level 4 and 5 support is initiated, through introduction of interventional assistance from school administration (Principal) and localised school support services – the Special Needs Support Committee, the Behaviour Management Support Teacher, and/or the Guidance Officer. At this point, case management of the student generally transfers from the classroom teacher to the Principal, who is in a better position to coordinate services and maintain a 'big picture' perspective on the situation. Introduction of the school support services may then lead to formal diagnostic assessments and contact with external support agencies, through referral to health and welfare services such as the ADHD Clinic, the SCAN team, Child and Youth Mental Health Services, and the Department of Child Safety. At this level, students may be managed via the formulation of Individual Behaviour Management Plans (IBMPs) or the development of Alternative Education Programs (AEPs) which modify the educational inputs and management strategies for the student to incorporate the inputs of the various stakeholders in differing roles.

## Consideration of individual circumstances

"The individual circumstances of each case will be taken into account when deciding upon and applying consequences". This statement appears at the top-left of Kingsthorpe State School's schoolwide behaviour plan, and reflects the philosophy of the school community not only towards the correction of inappropriate behaviour in the classroom or schoolyard, but also towards acknowledgement of student achievement and the interventional strategies introduced for chronic behaviour issues. School staff recognise that students are individual and have individualised needs, relating to factors such as ability and disability, socio-economic status, race and culture; that behaviour is dynamic and contextual, and is influenced by a range of diverse personal and systemic factors intrinsic and external to the school setting. The complexity of the behaviour problem and its support process is represented in the School Case Management Model below:



P.G.MILES  
1999

Teachers and support staff are able to ensure that behaviour management processes in the school cater for the individual circumstances of the student and situation through:

- the development and maintenance of positive and collaborative relationships with students, fellow staff, parents and school support personnel,
- the careful assessment of the behaviour situation, including gathering of relevant information, before taking action, and
- the application of non-emotive, systematic and logical correction and intervention strategies

## 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 Act 1995*
- *Workplace Health and Safety Regulation 1997*
- *Freedom of Information Act 1992*

## 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
- 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](http://ncab.nssfbestpractice.org.au/resources/resources.shtml))
- National Framework for Values Education in Australian Schools  
([www.valueseducation.edu.au](http://www.valueseducation.edu.au))
- National Framework for Values Education in Australian Schools – Queensland  
([www.education.qld.gov.au/curriculum/values/](http://www.education.qld.gov.au/curriculum/values/))
- Bullying. No Way! ([www.bullyingnoway.com.au](http://www.bullyingnoway.com.au))
- MindMatters ([www.curriculum.edu.au/mindmatters](http://www.curriculum.edu.au/mindmatters))
- School Wide Positive Behaviour Support  
([www.learningplace.com.au/deliver/content.asp?pid=24668](http://www.learningplace.com.au/deliver/content.asp?pid=24668))

---

Principal

---

P&C President


---

Regional Executive Director  
or Executive Director of Schools

### Further ideas to support the SCHOOL-WIDE BEHAVIOUR PLAN:

Additional classroom strategies suggested by KSS staff for use by teachers to **ACKNOWLEDGE** desirable behaviours:

#### **Classroom level:**

- ✓ Individual sticker charts
- ✓ Today's best worker award / wearing of 'cape'
- ✓  Spelling certificates / Name on Star / Photo acknowledgements
- ✓ Activity time
- ✓ Leader / preferential roles
- ✓ Benchmark awards for reading (home readers)
- ✓ Froggy Friday
- ✓ Behaviour Awards (passports)
- ✓ Handwriting licences
- ✓ Interclass sharing of good work
- ✓ Library Stars - encouragement
- ✓ Peer voting to determine awardees & positions of responsibility amongst peers
- ✓ Allocate responsibility / responsible jobs/messenger
- ✓ Sharing within & across classrooms of positive work
- ✓ Praise
- ✓ Free time
- ✓ Class prizes (raffle ticket)
- ✓ Communication to parents
- ✓ Class celebrations (movie/popcorn)
- ✓ Photographic displays of work
- ✓ Negotiate individual work 'contract/s'

#### **Across whole school setting:**

- ✓ 'Fuzzies' - Citizen of the Week slips/tickets
- ✓ Student of the Week awards
- ✓ Newsletter acknowledgement
- ✓ Office display
- ✓ Oakey Champion newspaper
- ✓ Sporting awards - Kingsthorpe white / blue / silver
- ✓ Entry in Local show / competition
- ✓ Curriculum competitions
- ✓ Public instrumental performance/s
- ✓ School Spirit Day
- ✓ Awards evenings - academic, citizenship, encouragement awards
- ✓ Photographic displays of work

Further ideas to support the process of **RESTITUTION** following undesirable student behaviour/s:

A possible alternate sequence to re-build the relationship between Teacher & Child:-

- ◆ Teacher communicates expectations to Principal for student behaviour
- ↓
- ◆ Principal communicates actions to teacher
- ↓
- ◆ Re-entry meeting (victim/stakeholder)
- ↓
- ◆ Possible apology (written/verbal)
- ↓
- ◆ Damage repair/replace
- ↓
- ◆ Acknowledgement of mistake - verbal &/or written
- ↓
- ◆ Respite
- ↓
- ◆ Debriefing of stakeholders

Further potential strategies when working with a student through a **CORRECTION PLAN**:

- ❖ Cueing with parallel acknowledgement - descriptive encouraging
- ❖ 3 x strike system
- ❖ Language of expectation
- ❖ Verbal cueing with or without non-verbal cueing
- ❖ Rule reminder
- ❖ Verbal re-direction
- ❖ Two compliments & a wish (ie. focus on a couple of positives before addressing the negative behaviour)
- ❖ Logical consequences
- ❖ Negotiated curriculum
- ❖ Detention room
- ❖ Waiting & scanning
- ❖ Pause in talk / Body language / Physical proximity / Questioning to redirect
- ❖ Changed seating plan
- ❖ Restricted Play / Class areas
- ❖ Parent communications (KIT book) / Parent conferences
- ❖ Distraction / Diversion - classroom withdrawal & relocation of student

Further potential strategies when working with a student through a **CRISIS PLAN**:

- (i) Voluntary (supervised) Parent Contact:
  - Contact the parent & give options
    - ↔ student to talk to parent on the phone
    - ↔ parent to come up to school to help calm the child
    - ↔ withdraw student from school for rest of the day
    - ↔ allow the school to handle (may eventually lead to suspension)
- (ii) Teacher phone call to Principal for 3<sup>rd</sup> party support
- (iii) Reduced timetable / managed attendance plan for student
- (iv) Suspension (1-5 days or 6-20 days depending upon seriousness of behaviour)  
- via Principal discretion / authority
- (v) Exclusion (Principal recommendation to Regional Executive Director)