Responsible Behaviour Plan for Students

1. Purpose
Cleveland 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.

2. Consultation and data review
Cleveland State School, following broad consultation with parents, staff and students through meetings, newsletters, discussions and surveys, developed this Responsible Behaviour Plan for Students which describes the school’s approach to promoting positive behaviour and maintaining teaching and learning environments that support learning and wellbeing for all students.

3. Learning and behaviour statement
The Cleveland State School community supports and upholds the following values and beliefs:

- Students and staff have the right to learn and work in a safe and supportive environment free from unacceptable disruption, harassment and bullying.
- Students, staff and community members have the right to expect that interactions between community members are courteous and respectful.
- The rights of an individual should not be satisfied at the expense of the rights of the majority.
- Each individual is responsible for the choices they make.

Students are actively encouraged to be the “boss of themselves”. This language is familiar across all areas of the school community with a high proportion of parents responding to survey questions identifying with it and students being able to describe what it means.

<table>
<thead>
<tr>
<th align="left">Being the boss of yourself is about controlling yourself, not someone else. It is about thinking if something is the right thing to do before you do it.</th>
</tr>
</thead>
<tbody>
<tr>
<td align="left">Year 6 Student, 2018</td>
</tr>
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</table>

There are community expectations to guide and assist our learners.
At Cleveland State School:
- We use respectful words and safe actions
- We follow instructions first time every time
- We make sure that we are in the right place at the right time
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

The majority of students at Cleveland State School actively build and demonstrate good standing across all school settings. A minority of students have need for occasional additional support to regain or maintain their good standing. Some individual students need intensive support to develop good standing.

At Cleveland State School, data is used to identify behaviour groupings for individual students and differentiate support practices and strategies relevant to each grouping.

Firm Foundations
All strategies for universal, targeted and intensive behaviour support have foundations established through deliberate actions by staff to:

<table>
<thead>
<tr>
<th>Teachers</th>
<th>By………</th>
</tr>
</thead>
</table>
| Prepare for Learning… | • Planning relevant, engaging curriculum  
• Establishing routines and expectations |
| Build Relationships… | • Taking a personal interest  
• Being respectful  
• Involving parents  
• Meeting student needs |
| Use powerful language… | • Using the language of ‘belonging’  
• Using the language of ‘choice’  
• Using the language of ‘learning’  
• Using the language of ‘responsibility’  
• Having clear expectations  
• Using an appropriate tone of voice |
| Respond with purpose… | • Using appropriate body language  
• Recognising acceptable behaviour  
• ‘Exiting’ students from class who persist with negative behaviours  
• Respond in a timely manner  
• Notifying parents  
• Following up  
• Being consistent  
• Encouraging students to be the ‘boss of themselves’ |
| Foster reconciliation… | • Helping students to ‘make good’  
• Taking advantage of teachable moments |
Universal behaviour support

At Cleveland State School we believe it is important to directly model, teach and celebrate high standards of behaviour. Universal behaviour supports include:

Classroom Plans
All classes at Cleveland State School use a warning system to help students monitor their own behaviours and to establish clear boundaries with regard to ongoing behaviours that disrupt learning. Classes are asked to follow the following process:

Expected/Unexpected Behaviours
Explicit lessons targeting aspects of stated behaviour expectations are developed and distributed to whole of school by the Student Engagement Teacher. Lessons explore aspects such as what each expectation means, what it looks like in context, what it doesn't look like, why it is important etc. Lessons are reinforced through Student Leader presentations on assembly and the language of 'expected' and 'unexpected' behaviours is widely used across different school settings.

<table>
<thead>
<tr>
<th>Learning Environments</th>
<th>Expected Behaviours</th>
<th>Unexpected Behaviours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Paying attention</td>
<td>Calling out</td>
</tr>
<tr>
<td></td>
<td>Listening</td>
<td>Disrupting others</td>
</tr>
<tr>
<td></td>
<td>Trying your best</td>
<td>Lack of attention</td>
</tr>
<tr>
<td></td>
<td>Asking questions</td>
<td>Not 'having a go'</td>
</tr>
<tr>
<td></td>
<td>Goal setting</td>
<td>Not following teacher</td>
</tr>
<tr>
<td></td>
<td>Persisting</td>
<td>instructions</td>
</tr>
<tr>
<td></td>
<td>Participating</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Allowing others to</td>
<td></td>
</tr>
<tr>
<td></td>
<td>learn</td>
<td></td>
</tr>
</tbody>
</table>

| All Environments      | Building 'good    | Use of unacceptable   |
|                       | standing'         | language              |
|                       | Show consideration| Poor manners          |
|                       | for others        | Hands-on               |
|                       | Following         | Unsafe actions        |
|                       | instructions      | Wrong place, wrong    |
|                       | Respectful        | time                   |
|                       | communication     |                       |
|                       | Using manners     |                       |
|                       | Talking in        |                       |
|                       | sentences         |                       |
|                       | Practising        |                       |
|                       | positivity        |                       |
|                       | Fair play         |                       |
|                       | Right place, right|                       |
|                       | time               |                       |
Behaviour Tours
Students are taken on a ‘tour’ of school areas outside the classroom. (Pool, Hall, Library, Eating Areas, Toilets etc) Expectations around behaviour in each of these areas is explicitly taught and modelled for students during the ‘tour’. This strategy is particularly relevant at the start of the school year.

Spotlight on Learning Awards
Class Teacher identifies student(s) who have achieved targeted learning goals. These students are named and recognised during weekly assemblies. Certificates are given that detail the positive achievement being reinforced.

Annual Awards
A comprehensive annual award program is conducted at Cleveland State School. The efforts of students from Year 3 – Year 6 are formally recognised through the awarding of class, year level and school awards that target Citizenship, Endeavour, Academic success, Sport, Cultural, Language and Musical achievement.

Morning Tea with the Stars
Each term the behavioural success of a student from each class is recognised with a morning tea hosted by the Principal.

- Targeted behaviour support
Each year a minority of students are identified through data and monitoring processes as needing targeted behaviour support. These students need help to regain their good standing within the community.

A number of processes and programs are used to support these students, including:

Yanggabara
In the local indigenous language, ‘Yanggabara’ means ‘safe place’. It exists as a support venue for students and families. The school’s Guidance Officer, Student Engagement Teacher and Chaplain all work together to provide a wrap around service for members of the school community.

Supported Play
The Cottage, Yanggabara and Fun Club provide opportunities for identified students to participate in supervised playtime activities. Explicit teaching and opportunities for supported play allow identified students to develop social skills and interact with peers in a safe environment.

Zones of Regulation
A program that facilitates explicit teaching of skills and concepts relating to self regulation.

Kids Hope
Trained volunteers from local churches mentor identified students through the Kids Hope program. Caring relationships with mentors have a significant impact on children because they help to meet their emotional and social development needs and enhance their capacity to learn.
• **Intensive behaviour support**

Individual students may be considered to be "seriously at risk" of significant educational underachievement because behaviour choices are impacting negatively on classroom learning. Students and staff have the right to learn and work in a safe and supportive environment free from unacceptable disruption, harassment and bullying. Students whose behaviour patterns place them at risk are referred to the school's Student Support Team. Each referral is considered on an individual basis and the team seeks to identify the best support pathway. These support pathways may include:

- School based Guidance Officer
- School based Student Engagement Teacher
- Regional Behaviour Support Services including Alternative Education Programs and Senior Guidance Officer services
- External Professional Support Agencies (e.g. paediatrician, counselling services, CYMHS – Child Youth and Mental Health Services)

An Individual Behaviour Support Plan (IBSP) is developed for each student deemed to be in need of intensive behaviour support.

### 5. Emergency responses or critical incidents

It is important that all staff have a consistent understanding of how to respond to emergencies or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken so 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. A number of strategies may be employed during incidents of severe problem behaviour:

**Basic defusing strategies – Responsibilities of Staff**

**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).

**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**
The primary intention of any form of physical intervention is the care, welfare, safety and security of students and staff.

Physical intervention may be used 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.

Physical intervention may 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.

### 6. Consequences for unacceptable behaviour

When unacceptable behaviour choices are made by students, students experience predictable consequences. These consequences may be applied in response to unacceptable behaviour during school hours on school grounds, on school excursions, when students are representing the school, during travel to and from school, at all times students are in school uniform and/or when the behaviour impacts or reflects poorly on the reputation of members of staff or the school itself, including situations involving the use of social media.

Behaviour descriptions, examples and possible consequences are outlined in the table below:

<table>
<thead>
<tr>
<th>Behaviours that:</th>
<th>Minor</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Severe</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Are not part of a pattern of unacceptable behaviour</td>
<td>• Violate the rights of others</td>
<td>• Violate the rights of others</td>
<td>• Significantly violate the rights of others</td>
</tr>
<tr>
<td></td>
<td>• Are able to be handled by members of staff at the time the behaviour occurs</td>
<td>• Put others at risk of harm</td>
<td>• Cause harm to others</td>
<td>• Are illegal or immoral</td>
</tr>
<tr>
<td></td>
<td>• Are best addressed through redirection, a logical consequence or a teachable moment</td>
<td>• Show disregard for school expectations</td>
<td>• Show repeated disregard for school expectations</td>
<td>• Demonstrate a persistent or blatant disregard for school expectations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Are beginning to demonstrate a pattern of unacceptable behaviour</td>
<td>• Are part of a behaviour pattern</td>
<td></td>
</tr>
<tr>
<td>May look like:</td>
<td>• Unkind words/language /gestures</td>
<td>• Targeted use of mean words/language/</td>
<td>• Targeted use of abusive words/language</td>
<td>• Use/possession/distribution of illegal</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Non-threatening physical interactions (e.g. play fighting)</th>
<th>Gestures</th>
<th>Physical aggression</th>
<th>Instances of bullying</th>
<th>Drugs/alcohol/toxic substances</th>
<th>May receive consequences like:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disruptions to learning</td>
<td>Non-compliance</td>
<td>High level physical aggression</td>
<td>Repeated Minor or Level 1 Type behaviours</td>
<td>Possession of a dangerous weapon</td>
<td>Parent contact</td>
</tr>
<tr>
<td>Out of bounds</td>
<td>Ongoing minor behaviours</td>
<td>Use of technology likely to have a negative impact on other students</td>
<td>Blatant repetition of lower level behaviours</td>
<td>Use of technology likely to have a negative impact on staff or school reputation</td>
<td>Time out</td>
</tr>
</tbody>
</table>

On My Watch
Each member of staff is seen as the 'first responder' to unexpected behaviours that occur on 'their watch'. In practice this means that staff have the responsibility of developing an accurate understanding of each behaviour incident that occurs while they are on duty, and responding as appropriate to Minor and Level 1 behaviours. If detention is deemed appropriate, the following process is followed:

Student displays Level 1 type behaviours in playground e.g. physical aggression
Teacher on duty investigates and completes referral for detention if deemed appropriate.
Admin follows up detention - ensures attendance, notifies parents and records actions on OneSchool as a 'behaviour incident'.

Record Keeping
Parents are notified of all behaviour incidents recorded in OneSchool.

Code of Conduct
Students who are selected to represent Cleveland State School may be asked to sign a Code of Conduct agreement. This agreement outlines clear expectations with regard to student behaviour leading up to and during representative opportunities. Students who do not meet the agreed expectations may lose their opportunity to represent.
<table>
<thead>
<tr>
<th>Description</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time out</td>
<td>The Principal or representative may use time out as a strategy to assist a student to manage his or her own behaviour and/or to assist the student to calm down. Time out may take place in the student's own classroom, at the office or in another location relevant to the activity being carried out. The student is supervised during time out, they may be asked to complete a reflection sheet, and they are given an opportunity to rejoin the class.</td>
</tr>
<tr>
<td>Exit from class</td>
<td>The Principal or representative may 'exit' a student from class if the student persists in disrupting learning. 'Exiting' involves the student being sent to a 'buddy' classroom where they are supervised and asked to complete assigned tasks. The student has to 'make good' before returning to class. 'Making good' typically involves an apology and an undertaking to make up for lost learning time and/or to modify behaviour. Parents are notified as a matter of routine if a student is exited from class.</td>
</tr>
<tr>
<td>Restricted playground access</td>
<td>The Principal or representative may decide to place restrictions on an individual's playground access. These restrictions can describe places or times individual students should or shouldn't be in the playground.</td>
</tr>
<tr>
<td>Community service</td>
<td>The Principal or representative may ask a student to be of service to the school community as a consequence for unacceptable behaviour.</td>
</tr>
<tr>
<td>Playtime detention</td>
<td>The Principal or representative may detain a student during a break as a consequence for unacceptable behaviour. Parents are notified as a matter of routine if a student receives a playtime detention.</td>
</tr>
<tr>
<td>After school detention</td>
<td>The Principal or representative may detain a student after school for up to 30 minutes as a consequence for unacceptable behaviour. Parents must be informed prior to the student receiving the after school detention.</td>
</tr>
<tr>
<td>Loss of opportunity to represent</td>
<td>A school based consequence. The Principal or representative may decide that a student will not be able to take part in representative activities as a consequence for unacceptable behaviour. Students without 'good standing' will not be able to represent.</td>
</tr>
<tr>
<td>Temporary removal of property</td>
<td>The Principal or representative has the authority to temporarily remove property from a student as per DoE policy document.</td>
</tr>
<tr>
<td>In-school suspension</td>
<td>A school based consequence. The Principal or representative may decide that a student should attend school but complete set work separate from their class group. Students typically spend their time while on an in-school suspension working in the office area.</td>
</tr>
<tr>
<td>Discipline improvement plan</td>
<td>A discipline improvement plan is a written agreement that sets out the expectations for behaviour, the consequences for inappropriate behaviour, the strategies that will be used and the support that will be provided by the school to promote positive behaviour. The discipline improvement plan is the school's way of giving the student another chance and trying to support the student to change his/her behaviour so that the student and others in the class can learn.</td>
</tr>
</tbody>
</table>

There is a range of School Disciplinary Absences (SDAs) that can be employed
in response to severe instances of unacceptable behaviour. The Education & General Provisions Act 2006 (EGPA) states the following in relation to SDAs:

| Suspension                    | A Principal may suspend a student from the school under the following circumstances:  
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a) Disobedience by the student</td>
</tr>
<tr>
<td></td>
<td>b) Misconduct by the student</td>
</tr>
<tr>
<td></td>
<td>c) Other conduct that is prejudicial to the good order and management of the school</td>
</tr>
</tbody>
</table>

| Recommendation for exclusion | A Principal may recommend exclusion of a student from the school or certain State schools under the following circumstances:  
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a) Disobedience by the student</td>
</tr>
<tr>
<td></td>
<td>b) Misconduct by the student</td>
</tr>
<tr>
<td></td>
<td>c) Other conduct that is prejudicial to the good order and management of the school</td>
</tr>
</tbody>
</table>

If the student’s disobedience, misconduct or other conduct is so serious that suspension is inadequate to deal with the behaviour

**Bullying**

There is no place for bullying at Cleveland State School.

Bullying is a widely used term with many perceived meanings. A shared understanding of bullying is the starting point for effectively preventing and responding to bullying.

Cleveland State School uses the 'National Definition' of bullying and non-bullying behaviours from the *Bullying. No Way!* website to guide deliberations when investigating and responding to reported instances of bullying.

*Reference: https://bullyingnoway.gov.au/WhatIsBullying/DefinitionOfBullying*

Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).

Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Other behaviours that do not constitute bullying include:
- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

The school undertakes:
- To develop a community understanding of bullying through enrolment interviews, newsletter articles, class work and assembly items.
- To schedule cybersafety programs for upper school classes
- To investigate reported instances of behaviour believed to be examples of bullying with reference to the above definition.
To respond to behaviours with consideration for the outcome of investigations and the school’s Responsible Behaviour Plan for Students.

Respond to students whose behaviour is believed to encourage bullying actions, e.g. laughing, watching etc, in an appropriate manner in line with the school’s Responsible Behaviour Plan for Students. Passive bystanders may be considered to be encouraging bullying behaviours.

To offer support to students who are bullied, as well as to those students who bully.

The Use of Personal Technology Devices

Mobile Phones
Students are discouraged from bringing mobile phones to school. Should phones be necessary for before or after school activities, students must hand phones into the office on arrival at school and collect them on departure. At NO time should students have mobile phones in their possession during school hours.

Recording Voices and Images
At no time should a personal technology device be used to record voices or images at Cleveland State School unless such an action is part of an approved and supervised school activity.

Recordings must never be made anywhere that recording would not reasonably be considered appropriate (e.g. change rooms, toilets)

Recording of events in class is not permitted unless explicit permission is provided by the class teacher.

At NO time should any recordings made at school be uploaded to personal social media platforms.

Social Media/Text Communication
Parents are reminded that most social media platforms have age restrictions that are detailed on sign up and would exclude the majority of primary school users.

At times, students use social media platforms or text communication to inappropriately harass, belittle or bully other students. Such actions often have repercussions at school. If the school becomes aware that students are using social media platforms or text communication to inappropriately target other students, then the following actions may be taken:

- Parents of all parties involved may be contacted and advised regarding student actions.
- Consequences may be imposed in line with the school’s Responsible Behaviour Plan for Students.
- Information may be forwarded to the police if appropriate.

Confiscation
Personal technology devices used contrary to statements made under ‘The Use of Personal Technology Devices’ may be confiscated by school staff and arrangements made for their collection by a parent.

Reputation of Staff and School
Any use of personal technology devices, social media platforms or text communication that has the potential to damage the reputation of staff or the school will be subject to disciplinary action by the school. Consequences may include suspension or recommendation for exclusion.
Illegal use of Personal Technology Devices
Recording or sharing of images that are considered indecent (such as nudity or sexual acts involving minors) is against the law and if detected by the school will result in a referral to the Queensland Police Service.

7. Network of student support
The 3 way partnership between students, parents and the school is fundamental in supporting high standards of behaviour.

Yanggabara connects students and families to a wide range of school and community supports with the guidance of the school's Student Support Team.

Universal, targeted and intensive behaviour supports are enacted within classrooms and across school settings.

8. Consideration of individual circumstances
Cleveland State School considers the individual circumstances of students when applying supports or consequences by:
- Promoting a learning environment which is responsive to the diverse needs of its students
- Recognising and taking into account a student's age, gender, disability, cultural background, socioeconomic situation and their emotional state
- Establishing procedures for applying fair, equitable and non-violent consequences ranging from the least intrusive sanctions to the most stringent
- Recognising the rights of all students to:
  - Express opinions in an appropriate manner at the appropriate time
  - Work and learn in a safe environment
  - Learn from their mistakes
  - Receive adjustments appropriate to support their learning

9. Related legislation
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies and procedures
- Statement of expectations for a disciplined school environment policy
- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection

Template Version Control: 24 January 2014
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
- Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Temporary Removal of Student Property by School Staff

11. Some related resources

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

Endorsement

Principal

P&C President or Chair, School Council

Date effective: from 29/1/2019 to ____________________________