



## The Code of School Behaviour

Better Behaviour  
Better Learning

# Currajong State School

## Responsible Behaviour Plan for Students

### 1. Purpose

Currajong State School is committed to enhancing the learning of our students through our five core values.

Be the best you can:

- Be Respectful;
- Be Responsible;
- Be Resilient;
- Be Curious;
- Be Safe.

We seek to provide a safe, supportive and predictable environment that is conducive to effective learning.

As a school community, we believe that students learn and develop best in an atmosphere of care and kindness, underpinned by reasonable, consistent discipline. An engaging curriculum, dedicated, highly organised teachers and a supportive school community, creates a powerful influence on the development of our children.

We believe that discipline is a function of care and that the application of consequences for inappropriate behaviour is the result of caring about a child's development and about the safety and well-being of all children in the school for whom we are responsible.

Currajong State School's *Responsible Behaviour Plan for students* emphasises the provision of a consistent school environment.

### 2. Consultation and data review

A responsible behaviour team has been established at Currajong State School, which has reviewed the previous Responsible Behaviour Plan and will continue to monitor the effectiveness of the current plan.

Currajong State School developed this plan in collaboration with our school community. Consultation with parents, staff and students was undertaken in developing the plan. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2013-2015 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director (Schools) in January 2018, and will be reviewed in 2019 as required in legislation.

### 3. Learning and behaviour statement

All areas of Currajong 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





## The Code of School Behaviour

Better Behaviour  
Better Learning



behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Currajong 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 the following school values to explicitly teach and promote our increasingly high expectations of responsible behaviour.

Be the BEST you can be:

- Be Respectful;
- Be Responsible;
- Be Resilient;
- Be Curious;
- Be Safe.

These core values are considered to be the responsibility of all school community members to follow.

The school aims to provide an environment which maximises the educational opportunities and outcomes for all students by endeavouring to ensure that:

- Expectations are clearly defined and understood by all members of the school community.
- Positive behaviour practises are defined, modelled and reinforced by all members of the school community in many ways including explicit teaching through our fortnightly school wide behaviour focus.
- All students are supported and given the scaffolding necessary to accept responsibility for themselves and their actions.
- Learning is interesting and engaging
- Consideration is given to an individual's circumstances when applying consequences (background and ability).
- Students are encouraged to become active, curious learners, in order to maximise their social and academic growth.

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 Currajong State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school and take the opportunity to use seen behaviours as learning opportunities. 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.

A set of behavioural expectations in specific settings has been attached to each of our five core values. The Currajong State School Behaviour Matrix outlines our agreed values and specific behavioural expectations in all school settings.





## The Code of School Behaviour

Better Behaviour  
Better Learning



Currajong State School implements the following proactive and preventative processes based on recorded data from Oneschool, playground and eating folders and school teams.

- explicit teaching of expectations from class teachers and administration, through our fortnightly school wide behaviour focus;
- dedicated sections in the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations;
- behaviour team which gives regular feedback to staff, parents and students and supports others in sharing successful practices;
- comprehensive induction programs in the Currajong State School Responsible Behaviour Plan, 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 and procedures to support these students consistently across all classroom and non-classroom settings;
- modelling of acceptable behaviours throughout the school community.

### Reinforcing expected school behaviour

At Currajong State School, communication of our key messages about behaviour is supported through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. Oneschool and monitoring folders for both the playground and eating areas are used to collect data which is then reviewed weekly by the behaviour team and fed back to the school community. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff are trained at least once a term to give consistent and appropriate acknowledgement and rewards. Staff are trained in using Essential Skills in Classroom Management, and all school policies and procedures. School reward systems are designed to encourage all students to strive to be the best they can be. All school staff are involved in reward systems across the school and individual rewards are recorded using Oneschool or through classroom teacher monitoring.

### School Reward Systems

- **Whole School Reward System**  
Good Ones (classrooms) are handed out by all staff members to students displaying behaviours which reflect the Currajong State School values and expectations. Each week the numbers of good ones are tallied and displayed at parade. Students will endeavour to earn 25 000 per term. If achieved a whole school reward is given to all students. This reward will be decided in conjunction with the Student Council. Mini rewards given at 10 000 and 20 000
- **Silver and Gold Awards**  
Students who have received no major or minor reports on Oneschool in a given term will receive a silver award. Gold awards will be given to students who achieve 4 terms with no major or minor reports on Oneschool.
- **Green Slips**  
Are given to students by staff if they are caught showing exemplary behaviour within the classroom or at play/eating time. Slips will be sent to the office where Principal and Deputies will reward the student as per slip.
- **Hot Shots**





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

Hot Shots (playground) are handed out by all staff members to students showing great Currajong State School citizenship and following the school's core values.

- **Currajong Care Bear and Curra Bear**  
 The Care Bear (P – 2), Curra Bear (3 – 6) is awarded each week to the class deemed by administration staff to have used the exemplary manners and have shown role model skills to their peers.
- **Litter Legends Award**  
 This trophy is awarded weekly to the year level which has shown the most pride in their respective area by keeping it safe and clear of rubbish.
- **Student of the Week**  
 Each week on Parade, students are recognised for the efforts and awarded student of the week awards.

Responding to unacceptable behaviour

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

**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 ask students to think of how they might be able to act more safely, more respectfully, more resiliently 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 – developing successful citizens.



• **Targeted behaviour support**

Each year a small number students at Currajong State School are identified through our data as needing a little bit extra in the way of 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. These types of behaviour can be seen as bullying type behaviour. These behaviours will also include parents in assisting with a positive solution. These students will 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 the program through academic support, mentoring or intensive social skills training.

Students whose behaviour does not improve after this targeted support or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

• **Intensive behaviour support**

**Student Wellbeing Action Team (SWAT)**





## The Code of School Behaviour

Better Behaviour  
Better Learning

Currajong 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 *SWAT*:

- works with other 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 Leadership Team to achieve continuity and consistency.

The *SWAT* has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begins 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 support staff and may include:

- more regular and intensive counselling with the school Guidance Officer;
- modified timetable or alternate education program;
- additional Teacher Aide support;
- Recommendations to parents/caregivers to access outside agencies for support

### 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, using a continuum moving from least to most intrusive strategies. 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.

These behaviours may result in Suspension or Exclusion from Currajong State School.

#### 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).





## The Code of School Behaviour

Better Behaviour  
Better Learning

### *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 see appendix 2).

After an incident occurs, debriefing options are made available for both, students and staff including the school Guidance Officer, members of the Leadership Team etc.

### **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 Currajong State School duty of care to protect students and staff from foreseeable risks of injury is met. All school staff are provided with annual professional development around de-escalation. Key staff are provided with further qualifications. 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. Training in positive handling for staff occurs regularly.

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 - **physical intervention is a last resort**
- the underlying purpose 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.







## The Code of School Behaviour

Better Behaviour  
Better Learning



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.

Refer to Currajong State School Positive Handling Policy (Appendix 2)

### Record keeping

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained in Oneschool:

- incident and debriefing report on OneSchool
- [Health and Safety incident record](#) (link)
- debriefing report (for student and staff) See Appendix 2

## 6. Consequences for unacceptable behaviour

Currajong State School makes systematic efforts to prevent problem student behaviour by explicitly teaching and reinforcing expected behaviours on an ongoing basis.

As part of our approach, Currajong State School strives to teach students that they are responsible for how they behave at all times. Students learn that consequences are a direct result of their actions. Teachers encourage students to make appropriate behaviour choices and help them accept that consequences are a certainty for their actions. Consequences are a disciplinary measure used to warn the student that his/her choice of behaviour is inappropriate. In applying consequences, the key action for the teacher is to reflect with the student by discussing the right choices and the appropriate action for the time.

Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. A referral form is used to record all minor and major problem behaviour.

### Minor and major behaviours

When responding to problem behaviour, the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- **Minor** problem behaviour is handled by staff members at the time it happens and is recorded on Oneschool or Playground/Eating folders
- **Major** problem behaviour is referred directly to the school Administration team and is recorded through Oneschool

**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:



## The Code of School Behaviour

Better Behaviour  
Better Learning

- a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, confiscation of property, partial removal, individual meeting with the student, apology, restitution or detention for work completion.
- time out in buddy classroom
- 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.
- Incident recorded on OneSchool or in playground folders by the staff member.

Students will be placed in time out/buddy class with strict supervision. Any student in time out or buddy class must be given an opportunity to re-join their class in intervals of no more than 10 minutes, and if timeout/buddy class is becoming a frequently used response, it is essential a more comprehensive strategy is developed. Staff work from a continuum using least to most intrusive strategies as appropriate.

**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 an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then fills out the office referral form and escorts the student to Administration. Major problem behaviours may result in the following consequences considering all factors including age and gender. If a child has been recommended for suspension, after considering the welfare and safety of staff and students from school, we ensure that a number of conditions are met as per Departmental Policy:

- Early warning of possible suspension should have been made to the student and his/her parents/guardians. In some instances the intensity of the behaviour may lead directly to suspension.
  - In the event of suspension, a Case Manager will be appointed.
  - A Behaviour Plan should have been negotiated at the meeting involving the parents / guardians and the student.
    - **Level One:** Time in office, detention, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence.
- AND/OR
- **Level Two:** Parent contact, referral to Guidance Officer, referral to SWAT, suspension from school.
  - **Level Three:** Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

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 and monitor progress through Oneschool and Playground/Eating folders. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour;
- explain how their behaviour differs from expected school behaviour;
- describe the likely consequences if the problem behaviour continues; and
- identify what changes need to occur to their behaviour in order to meet expected school behaviour.

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

## The Code of School Behaviour

Better Behaviour  
Better Learning





# The Code of School Behaviour

Better Behaviour  
Better Learning



😊	😄	😐	😞
<p>I am making: Respectful, Responsible, Resilient, Curious, Safe Choices</p>	<ul style="list-style-type: none"> <li>▪ No hat or shoes at play</li> <li>▪ Not sitting in the designated area at play with no hat</li> <li>▪ Eating on the oval</li> <li>▪ Climbing trees</li> <li>▪ Environmental damage</li> <li>▪ Running on concrete</li> <li>▪ Out of bounds</li> <li>▪ Taking someone's hat</li> <li>▪ Walking around with food/drink</li> <li>▪ Playing in the garden</li> <li>▪ Littering</li> <li>▪ Leaving the eating area without permission</li> <li>▪ Tardiness</li> </ul>	<ul style="list-style-type: none"> <li>▪ Hitting others with objects such as hats/lunch boxes</li> <li>▪ Answering back</li> <li>▪ Refusal to work</li> <li>▪ Rough Play</li> <li>▪ Not completing set tasks that are at an appropriate level</li> <li>▪ Moving/pushing wheelie bins</li> <li>▪ Non directed offensive language</li> <li>▪ Repeated behaviours</li> </ul>	<ul style="list-style-type: none"> <li>▪ Leaving the classroom without permission</li> <li>▪ Leaving school grounds without permission</li> <li>▪ Spitting at others</li> <li>▪ Furniture disruption</li> <li>▪ Major disruption to class</li> <li>▪ Major bullying/harassment</li> <li>▪ Wilful property damage/vandalism</li> <li>▪ Fighting (physical)</li> <li>▪ Showing disrespect to staff</li> <li>▪ Detention avoidance</li> <li>▪ Repeated refusal to follow instructions</li> <li>▪ Threatening behaviour</li> <li>▪ Serious physical aggression (objects)</li> <li>▪ Toilet misbehaviour</li> <li>▪ Directed profanity (staff/students)</li> <li>▪ Verbal abuse</li> <li>▪ Sexual misconduct</li> <li>▪ Possession of weapons</li> <li>▪ Possession of and or selling of drugs</li> <li>▪ Accessing inappropriate web pages</li> <li>▪ Major dishonesty</li> <li>▪ Major theft</li> <li>▪ Use of mobile phone for any purpose without authorisation</li> <li>▪ Repeated behaviours</li> </ul>



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



### Ensuring consistent responses to problem behaviour

At Currajong State School, staff members issue consequences for problem behaviour and 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.

### Definition of Consequences

Time Out	A principal or a teacher may use time out as a strategy for students to manage their own behaviour or assist the student to calm down. During time out, the student is to be directly supervised and given an opportunity to re-join the class in intervals of no more than 10 minutes.
Buddy Class	A principal or teacher may use buddy class as a strategy for students to have some time away from their normal class to calm down and be able to refocus. It may also be used as a positive consequence as part of a class/individualised reward program. Using the buddy class does not shift the responsibility of the student to others as the student remains the responsibility of their class teacher. During time out, the student is to be directly supervised and given an opportunity to re-join the class in intervals of no more than 10 minutes.
Detention	A principal or teacher may use detention as a consequence for a breach of school expectations and provides students with an opportunity to reflect on their behaviour. (See appendix 3)
Temporary Removal of Property	A principal or staff member of Currajong State School has the power to temporarily remove property from a student, as per the procedure <u>Temporary Removal of Student Property by School Staff</u> . Removed items will be kept in the Administration Block. Students will sign the removal of property register when collecting removed items at 3pm on the day of removal.
Individual Support Plan	Is a written agreement that sets out strategies and steps to improve a student's behaviour. It outlines the expectations for behaviour, the consequences for inappropriate behaviour and the support that will be provided by the school.
School Disciplinary Absence Suspension	(SDA) A principal may suspend a student from school under the following grounds: <ul style="list-style-type: none"> <li>• disobedience;</li> <li>• misbehaviour;</li> <li>• conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school;</li> <li>• conduct that adversely affects, or is likely to adversely affect, the good order and management of the school;</li> <li>• the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff at the school</li> </ul>
Proposed Exclusion or recommended exclusion	A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons: <ul style="list-style-type: none"> <li>• persistent disobedience;</li> <li>• misbehaviour;</li> <li>• conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school;</li> <li>• conduct that adversely affects, or is likely to adversely affect, the good order and management of the school;</li> <li>• the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other</li> </ul>





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

	students or staff of the school; <ul style="list-style-type: none"> <li>the student had been convicted of an offence and the Principal is reasonably satisfied it would not be in the best interest of other students or of the staff for the student to be enrolled at the school</li> </ul>
Cancellation of Enrolment	The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school.

## 7. Network of student support

Students at Currajong 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;
- Social Worker;
- Senior Guidance Officer and
- School Chaplain

Students identified as possibly requiring extra support may be referred through the SWAT (Student Wellbeing Action Team) where a case manager and level of support may be assigned. Support could include play plans, monitoring programs, alternate play areas and supervised play.

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 and Disability Services;
- Police;
- Local Council;
- Neighbourhood Centre.



## 8. 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. Currajong 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





## The Code of School Behaviour

Better Behaviour  
Better Learning



- receive adjustments appropriate to their learning and/or impairment needs.

At Currajong State School we acknowledge that parents and / or caregivers are provided the same considerations in regards to recognising and taking into account age, gender, disability, cultural background, socioeconomic situation and emotional state and receiving adjustments appropriate to learning and/or impairment needs as required.

Consequences for breaking the rules or breaching the code of conduct may vary according to a number of factors. These may include:

- Age and gender of the student;
- Disability;
- Cultural background;
- Socioeconomic situation;
- Emotional state;
- Previous behaviour record;
- Severity of the incident;
- Amount of reliable evidence;
- Degree of provocation;
- Intent of the action;
- Honesty and perceived level of remorse.

### 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
- Weapons Act 1990
- Strengthening Discipline in State Schools Amendment Bill 2013
- 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

- Safe Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students and Police Searches at State Education Institutions
- Acceptable Use of 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
- The Code of School Behaviour



## The Code of School Behaviour

Better Behaviour  
Better Learning

- Statement of Expectations for a Disciplined School Environment
- Accidents, Incidents and Incident Investigations
- Code of Conduct for the Queensland Public Service
- Department of Education, Training and Employment Standard of Practice
- Health, Safety and Wellbeing Policy Statement
- Managing Risks in School Curriculum Activities
- Working with Children Check- Blue Cards.

### 11. Some related resources

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

#### *Endorsement*

\_\_\_\_\_  
Principal

\_\_\_\_\_  
P&C President

Date effective: from January 2018 to February 2019.







# Currajong State School Behaviour Matrix



Be the **BEST** you can be

Values	Be Respectful	Be Responsible	Be Resilient	Be Curious	Be Safe
<b>Means</b>	<ul style="list-style-type: none"> <li>I treat people fairly to make a better, kinder and safer school</li> <li>I regard and be considerate of others - our peers, our parents, our teachers and other adults</li> </ul>	<ul style="list-style-type: none"> <li>I manage my own actions and words, so I can be counted on to be independent, thoughtful and trustworthy</li> <li>I do what I know is right</li> </ul>	<ul style="list-style-type: none"> <li>I can bounce back from and accept the consequences of my actions</li> <li>I am developing a sense of independence and self worth through persistence</li> </ul>	<ul style="list-style-type: none"> <li>I am imaginative, inquisitive and creative in my thinking</li> <li>I show the courage to take risks and ask questions</li> </ul>	<ul style="list-style-type: none"> <li>I take care of myself and others - socially, emotionally and physically</li> </ul>
<b>Learn ing Time (In clud ing all specialis t lessons)</b>	<ul style="list-style-type: none"> <li>I actively listen when others are talking</li> <li>I put my hand up to talk and wait for the teacher to say my name before I speak</li> <li>I use my manners, friendly talk and polite body language</li> <li>I respect my property</li> <li>I respect the property of others and will ask before I use it</li> <li>I speak respectfully - quietly and calmly</li> <li>I respect the teachers right to teach and the right of others to learn</li> <li>I take care of equipment</li> </ul> <p><b>Parade</b></p> <ul style="list-style-type: none"> <li>I stand and sit quietly at parade and clap appropriately</li> <li>I actively listen to all messages and performances</li> <li>I wait quietly and calmly for</li> </ul>	<ul style="list-style-type: none"> <li>I follow instructions first time every time</li> <li>I am organised and prepared to start each day</li> <li>I ask for help if I do not understand or I do not have the equipment I need</li> <li>I ask for permission before leaving the room</li> <li>I enter and leave learning spaces in an orderly manner</li> <li>I will wear the correct school uniform</li> <li>I report any damage to equipment immediately</li> </ul> <p><b>Parade</b></p> <ul style="list-style-type: none"> <li>I make good choices as to whom I sit with</li> <li>I sing the national anthem with pride</li> <li>I respect the rights of others to listen</li> </ul>	<ul style="list-style-type: none"> <li>I accept the consequences of my behaviour</li> <li>I attempt all work even if I find it challenging</li> <li>I am honest and truthful about my behaviour</li> <li>I have a strong belief in myself</li> <li>I help others when needed</li> </ul> <p><b>Parade</b></p> <ul style="list-style-type: none"> <li>I am happy for those who have achieved awards</li> <li>I accept awards with</li> </ul>	<ul style="list-style-type: none"> <li>I set myself high learning goals</li> <li>I keep an open mind</li> <li>I ask questions (what, why, when, where and how are the best friends of curious people)</li> <li>I see learning as something fun</li> <li>I strive to complete tasks on time</li> <li>I choose a diverse range of reading materials</li> <li>I am an active participant in discussions</li> </ul> <p><b>Parade</b></p> <ul style="list-style-type: none"> <li>I listen to people speaking to learn about myself and others</li> <li>I am interested in what other people have to say</li> </ul>	<ul style="list-style-type: none"> <li>I use all furniture and equipment safely and sensibly</li> <li>I move safely and sensibly around the room</li> <li>I tell a staff member if I feel scared or unsafe</li> <li>I do not reveal personal information when using technology</li> </ul> <p><b>Parade</b></p> <ul style="list-style-type: none"> <li>I sit with my legs crossed and with my hands still</li> <li>I keep my hands, feet and body parts to myself</li> </ul>



# Currajong State School Behaviour Matrix

Be the **BEST** you can be



	my teachers instructions		pride	eg guest speakers	
<b>Outdoor Areas</b>	<ul style="list-style-type: none"> <li>I enter and leave the hall quietly and in an orderly manner</li> </ul>				
	<ul style="list-style-type: none"> <li>I listen to and follow instructions given by all staff members</li> <li>I only speak to those who are in close proximity to me in a suitable manner</li> <li>I put rubbish in the bin when directed to by the staff member on duty</li> <li>I use my manners, friendly talk and polite body language</li> <li>I take turns with others</li> <li>I keep the area clean</li> <li>I am fair and show good sportsmanship</li> <li>I share school equipment and treat it with care</li> <li>I treat others how I would like to be treated</li> <li>I respect that other classes will be working as I move around the school</li> <li>I stay away from out of bounds areas</li> </ul>	<ul style="list-style-type: none"> <li>I stay seated during eating times</li> <li>I stay with my year level area</li> <li>I wait to be dismissed by a staff member</li> <li>I keep my area clean</li> <li>I only eat the food that I have brought from home/tuckshop</li> <li>I place my lunchbox in the correct area</li> <li>I finish all food and drinks before going to play</li> <li>No hat, no shoes, no play</li> <li>I am responsible for my own actions</li> <li>I stay away from out of bounds areas, including classrooms, verandas and stair wells</li> <li>I help others if they are hurt and inform staff</li> <li>I report damage to equipment</li> <li>I play by the agreed upon rules</li> <li>I line up safely and wait quietly where I am supposed to be</li> <li>We walk in two straight quiet lines</li> </ul>	<ul style="list-style-type: none"> <li>I accept that not all people are the same or eat the same food</li> <li>I accept the choices my parents make for my lunch</li> <li>I negotiate to solve disagreements</li> <li>I act confidently and ask to join in games</li> <li>I include everyone who would like to play</li> <li>I am happy for others when they win</li> <li>I am honest and truthful about my behaviour</li> <li>I ignore inappropriate behaviour and tell an adult</li> <li>I accept the consequences of my behaviour</li> <li>I am honest and truthful about my behaviour</li> </ul>	<ul style="list-style-type: none"> <li>I am aware and interested in other peoples cultures and their food choices</li> <li>I use my imagination to create and play games</li> <li>I am aware of my environment and the people around me</li> </ul>	<ul style="list-style-type: none"> <li>I stay seated during eating times</li> <li>I wear a full brimmed hat</li> <li>I wear closed in appropriate footwear</li> <li>I use playground equipment for its intended purpose</li> <li>I walk on the left side of the stairs and pathways</li> <li>I keep my hands, feet, body parts and property to myself</li> <li>I line up safely and wait quietly</li> </ul>
<b>Tuckshop</b>	<ul style="list-style-type: none"> <li>I use my manners, friendly talk and polite body language</li> <li>I respect the tuckshop staff</li> </ul>	<ul style="list-style-type: none"> <li>I wait quietly and calmly for my turn in the correct line</li> <li>I only eat food I have bought</li> <li>I only spend money at the tuckshop that I have brought from home</li> </ul>	<ul style="list-style-type: none"> <li>I am patient while waiting to be served</li> </ul>	<ul style="list-style-type: none"> <li>I make healthy food choices</li> </ul>	<ul style="list-style-type: none"> <li>I stand quietly and calmly in line</li> <li>I keep my hands, feet and body parts to myself</li> </ul>



# Currajong State School Behaviour Matrix

Be the **BEST** you can be



		<ul style="list-style-type: none"> <li>I only go to the tuckshop if I need to be there</li> </ul>			
<b>Toilets</b>	<ul style="list-style-type: none"> <li>I respect other people's privacy</li> <li>I use the toilet sensibly and considerately</li> <li>I will use the facilities for their intended purpose</li> </ul>	<ul style="list-style-type: none"> <li>I know the toilets are not a play area</li> <li>I go to the toilet at each break</li> <li>I keep the area clean and hygienic</li> <li>I use only the amount of toilet paper and soap that is NEEDED</li> </ul>	<ul style="list-style-type: none"> <li>I ignore inappropriate behaviour and tell an adult</li> </ul>	<ul style="list-style-type: none"> <li>I set myself high standards of hygiene</li> </ul>	<ul style="list-style-type: none"> <li>I set myself high standards of hygiene and safety</li> <li>I walk carefully</li> <li>I wash my hands</li> </ul>
<b>Before and After School</b>	<ul style="list-style-type: none"> <li>I use my manners at all times</li> <li>I respect my property and the property of others</li> <li>I greet others in a friendly manner</li> </ul>	<ul style="list-style-type: none"> <li>I will not enter the school grounds before 8:00am</li> <li>I lock my bike or scooter in the bike rack and leave the area immediately</li> <li>I sit under C block/CPA between 8:00am and 8:30am</li> <li>I sit and talk sensibly while waiting for parents or the bus after school</li> <li>I wait to be dismissed by a staff member</li> <li>I go straight to school in the morning</li> <li>I go straight home after school</li> </ul>	<ul style="list-style-type: none"> <li>I have a strong self belief and stay true to myself</li> <li>I accept the consequences of my behaviour</li> <li>I act confidently and initiate conversations with my peers</li> </ul>		<ul style="list-style-type: none"> <li>I use the crossings and follow the road crossing supervisor instructions</li> <li>I only enter the school grounds after the 8:00am bell rings</li> <li>I depart promptly after 3:00pm</li> <li>Walk bikes and scooters to the gate</li> </ul>





The Code of  
**School  
Behaviour**

Better Behaviour  
Better Learning



# CURRAJONG STATE SCHOOL



## Positive Handling Policy



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



## Rationale

Currajong State School's Positive Handling Plan provides a consistent agreed approach to the flexible and effective support for children who exhibit challenging or crisis behaviour within our school setting. The aim of positive handling is to provide security, safety and acceptance, allowing for recovery and repair prior to, during and after times of crisis behaviour.

Positive Handling is an approach involving prevention, diversion, defusion and de-escalation of challenging behaviours and in a minority of incidences physical restraint or removal.

Our Positive Handling Plan is guided by

□ **Team Teach** – A proven and widely used framework for positive handling, in which a group of our staff members have been trained.

- *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**
- **Disability Discrimination Act 1992**
- **National Safe Schools Framework 2003**
- **SMS-PR-026: Physical Restraint and Time Out Procedures - Students with Disabilities**
- **HLS-PR-010: Manual Handling of Students**



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



## Guiding Principles

Currajong's Positive Handling Policy is based on the following principles.

- All staff and students have a right to be safe.
- Staff and students have a right to work and learn without impediment.
- That removal of students may be considered necessary where they are severely impeding staff and students' right to work and learn.
- That all means are employed to reduce risk of harm as a result of crisis behaviour.
- That physical restraint or removal of students is usually considered an "end Strategy" after other non-physical means have been attempted.
- That physical restraint or removal of students may at times be a "first strategy" where the safety of students or staff is at risk.
- That any physical restraint or removal is used for the least possible time with the least possible force.
- That the safety and dignity of the student being physically restrained or removed is a paramount consideration.
- That staff trained in Team Teach procedures are those primarily involved in any physical restraint or removal, except when the time taken to summon a Team Teach trained staff member may jeopardise the safety of staff or students.
- That all incidences of physical restraint or removal are recorded on the appropriate form (see appendix)
- That all incidences of physical restraint or removal are followed by supervised recovery times and debriefing.
- That individual positive handling plans are devised for students who have exhibited challenging or crisis behaviours. With the aim of reducing risk of repetition and providing optimal personalised reaction should incidences re-occur.
- That staff awareness of Individual positive Behaviour plans is critical in providing an understanding of behaviour patterns.
- That the special needs of some students are a paramount consideration in any decision to physically restrain or remove.
- That Individual positive Handling Plans are devised in consultation with all stakeholders and with stakeholders signed agreement.
- That any physical restraint should be reasonable, proportionate and absolutely necessary.
- When staff are involved in stressful crisis behaviour situations they should CHECK IN before CHECKING OUT to debrief with an understanding listener.



## Stages of Crisis

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Trigger	Escalation	Crisis	Recovery	Depression	Observation
Need for diversion, support and reassurance.	Need for diversion, cool down, reassurance, clear limits, boundaries and choices	Possible need for restraint or removal	Need for coordinated letting go, support, reassurance but be wary of touch.	Need for structured therapeutic debrief and forward planning.	To circumvent repeat incidents.

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

## Levels Of Crisis

### Level 1 –

Anxiety - some experience triggers feelings. This is when an adult may notice changes. The child may become pale or go flushed. They might be sweating with dilated pupils. They may be restless and fidgeting. The adult may be aware of a change in eye contact or rate of breathing. The child may be pacing and argumentative. The response from the adult is to re-assure, try to reduce the anxiety and avoid becoming the target. They need to anticipate and intervene with a support strategy at an early stage to take the pressure out of the situation.

### Level 2 –

Belligerence - feelings drive escalating behaviour. At level 2 the child may be shouting abuse, or be defensive making personal and offensive remarks. There may be clenched fists and low level destruction of property. Basic rules are broken and the child refuses to comply with routines, challenging others to a confrontation. Alternatively the person may withdraw and refuse to speak or dismiss attempts to interact. Some children hide their face in their hands or bend over. They may hide under tables. The response from an adult is to remind them about rights, rules and responsibilities. Offer clear, limited choices and set boundaries to provide an orderly *structure* and a focus to calm the storm.

### Level 3-

In a crisis a child can become *a risk* to themselves and others. The response from an adult is to continue attempts to communicate, divert and deescalate. In positive handling a physical intervention should be considered to be part of the de-escalation process, rather than an alternative, to provide safety and certainty.





## Positive Handling Flow Chart



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



Student Behaviour	Positive Handling
<ul style="list-style-type: none"> <li>Physical signs of anxiety, stress, anger not affecting others in the class.</li> </ul>	<ul style="list-style-type: none"> <li>Diversion of students</li> </ul>
<ul style="list-style-type: none"> <li>Escalation of student behaviour others are being detrimentally affected</li> </ul>	<ul style="list-style-type: none"> <li>De-escalation strategies.</li> <li>Voluntary Cool down area</li> </ul>
<ul style="list-style-type: none"> <li>Student behaviour is severely impeding others ability to work and learn</li> <li>Or is risking the safety of others</li> </ul>	<ul style="list-style-type: none"> <li>Removal of Student</li> <li>Physical restraint may be necessary</li> <li>Removal to safe restraint area may be necessary.</li> </ul>
<ul style="list-style-type: none"> <li>Student is calming after behaviour has passed crisis</li> </ul>	<ul style="list-style-type: none"> <li>Continued monitoring</li> <li>Reassurance</li> <li>Continued and decreasing restraint may be necessary</li> </ul>
<ul style="list-style-type: none"> <li>Student has recovered and is communicable</li> </ul>	<ul style="list-style-type: none"> <li>Active listening and debriefing once the student is ready</li> </ul>
<ul style="list-style-type: none"> <li>Student has returned to class</li> </ul>	<ul style="list-style-type: none"> <li>De briefing of staff</li> <li>Recording of incident</li> </ul>
<ul style="list-style-type: none"> <li>Days following challenging or crisis behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Development of Individual Positive Handling Plan.</li> </ul>





## The Code of School Behaviour

Better Behaviour  
Better Learning



## Team Teach

TeamTeach offers a holistic teambuilding approach to enable individuals and organisations to develop a full range of effective and flexible supports and encouragements for children and adults who exhibit challenging behaviour. It is not just about learning difficulties, although many organisations working with people who have severe learning difficulties have gravitated to the Team-Teach approach. It is not just about behaviour, although the majority of schools and services for children and young people with severe emotional and behavioural difficulties in the UK have moved towards the Team-Teach approach. It is about the way people relate to each other.

Team-Teach offers a psychological framework to promote positive attitudes and relationships between professionals, staff and clients in schools, businesses, residential care settings and adult services.

The proven de-escalation, diffusion and positive handling techniques are never taught in isolation. Team-Teach refuses to train any organisation that fails to meet its requirements in terms of attitude, ethos and values as evidenced by policies and procedures.

Team-Teach emphasizes a spectrum of gradual and graded responses to reduce the probability of challenging behaviour escalating towards violence. The emphasis is always on preventative measures, diffusion and de-escalation, which should make up more than 95% of our responses. Where these approaches are insufficient there are risk-reducing physical interventions which form part of a holistic response. Research has shown that carers who are trained in physical techniques as part of a holistic approach are better at de-escalation than those trained in de-escalation skills alone (Phillips and Rudestam 1995).

Interventions range from the least intrusive to the most restrictive. The least intrusive intervention is often a verbal or visual prompt. Even in fight situations it is always recommended that the first response is a clear instruction to stop.

When physical intervention becomes necessary this should never be the end of the matter. The training covers de-escalation towards a structured and safe disengagement and also the repair, reflection and review process to follow.

For Team-Teach the process of repair, recovery and learning begins when people are under control and able to accept directions. This can only happen after they have been given time to fully recover from the incident. Recovery is a process that cannot be rushed. Once the client is ready the first step is to find a quiet, comfortable place where people can talk and listen. It is only by communicating that people learn from these situations and reduce the probability of similar incidents recurring in the future.

It is only by reviewing, questioning and changing our own habitual responses that we can assist others to learn more effective ways of managing their own behaviour.

## De-escalation Strategies



### The Code of School Behaviour

Better Behaviour  
Better Learning



- Changing Activity to distract
- Changing setting to distract
- Verbal reassurance
- Knowing student's interests – engaging in distracting conversation
- Know student's triggers and avoid where possible.
- Voluntary time out
- Using open body posture and hand position when engaging.
- Use a non-threatening side on stance.
- Retaining personal space when engaging.
- Changing to a new face to discuss a situation.
- Offering choices to resolve conflict.
- Remove the audience
- Do something unusual
- Remind about choices and consequences
- Find something to praise
- Remind of previous successes
- Express honest feelings in a calm constructive manner.
- Avoid "You" statements, blame or threat
- Use help scripts-
  - “I am here to help”
  - “Talk and I will listen”
  - “Come and let's sort this out”
  - “ John, I can see there is something wrong”



## Debriefing Strategies



### *I ESCAPE*

**Insulate** - find a quiet private place which is safe and comfortable - perhaps take a walk

**Explore** - what happened from the student's point of view - no judgment - no blame

**Share** - what you saw and what you felt - explain why you took the actions you did - apologies are OK

**Connect** - experiences to feelings and behaviour- discuss how feelings drive behaviour for all of us

**Alternatives** - work together to develop a list of alternative ways of dealing with difficult situations

**Plan** - try to develop limited choices so that the student can make the final decision. Review the support and intervention plan to record what has been decided

**Enter** - back into normal routines and activities - allow settling time

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

### Thinking about my behaviour

- What did I do?
- What is my side of the story?
- What can I do to fix things?
- How did I feel?
- What will I do if I feel like that again?









**Details of Any Injury:**

Staff/Pupils/Both Medical Treatment: Yes/NO

Give Details:

**Accident Form:** Yes/No

**NOTIFYING PROCEDURES:**

**Incident Reported By:**

**Incident Reported To:**

Name: .....

Position: ..... Time: ..... Date: .....

**Parent/Carer Informed:** Phone Letter E-mail

Name: ..... Time: ..... Date: .....

**Signature of Report Compiler:** ..... Time: .....

Date: .....

**Signature of Other Staff Involved:**

\_\_\_\_\_ Date:

\_\_\_\_\_ Date:

**POST INCIDENT DISCUSSION – PUPIL**

**Location:** ..... Date: ..... Time: .....

**Present:** .....

.....

**Pupil Response/Comment**

.....

.....

.....

.....

.....

.....

.....

.....





**Behaviour Management Plan Implemented: Yes /No**

**Individual Positive Handling Plan Implemented Yes/ No**



**Entered to OneSchool Yes/No**



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



# INDIVIDUAL POSITIVE HANDLING PLAN



**NAME:**



**CLASS:**



**Trigger Behaviours:** (describe common behaviours/situations which are known to have led to Positive Handling being required. When is such behaviour likely to occur?)



**Description of behaviour:** (Describe what the behaviour looks/sounds like?)



**Preferred De-escalation Strategies**

**Preferred Positive Handling Strategies:**

**Brief description of risk reduction strategies**



**De-briefing process following incident e.g. where is best place and what works well?**

## Signatures

Class Teacher.....Date.....

Principal.....Date.....

Parents.....Date.....

**Review Date:** .....

