



## The Code of School Behaviour

Better Behaviour  
Better Learning

# Responsible Behaviour Plan for Students

## 1. Purpose

Dalby State School is committed to providing a **safe** and **respectful** learning environment for students and staff, where students have opportunities to engage in quality **learning** experiences and acquire values supportive of their lifelong wellbeing. This is achieved through quality curriculum, interpersonal relationships and school organisation. School practices are proactive rather than reactive, where appropriate, and non-discriminatory language and behaviours are defined, modelled and reinforced.

Dalby State School's Responsible Behaviour Plan is designed to facilitate positive support for high standards of achievement and behaviour combined with clear responses and consequences to inappropriate behaviour. This is to ensure that learning and teaching in our school can be most effective and students can participate positively within our school community.

## 2. Consultation and data review

Dalby State School developed this plan in collaboration with our school community. Broad consultation with administration team, PBL Team, Behaviour Support Staff and Regional PBL staff took place at the beginning of 2019 school year. A thorough analysis of school data (via office disciplinary referrals recorded on OneSchool) also informed our review process. The Responsible Behaviour Plan was endorsed by the Principal, the President of the P&C/Chair of the School Council and Acting Regional Director and will be reviewed at the end of 2019 as required in legislation.

## 3. Learning and behaviour statement

All areas of Dalby 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. We are implementing the research validated '*Positive Behaviour for Learning*' framework to achieve our identified social behaviour and academic outcomes. The motivation behind PBL is to reduce the time spent dealing with negative behaviours to increase the amount of learning time in classrooms.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are clear to everyone. This allows Dalby 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.



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Our school community has identified the school values of **Respect**, **Safety** and **Learning** as being crucial to student welfare and development. These three core values drive our school expectations and assist our staff to teach and promote our high standards of responsible behaviour as per the Dalby State School Expectations Matrix.

Our school values and expectations 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.

As a Learning institution, Dalby State School encompasses the Organisational values of Trust, Integrity, Teamwork and Respect. We believe that it is imperative that "Every student, in every classroom is learning and achieving." The PBL committee believes that the Dalby State School community provides a safe and respectful learning environment where students can create, inspire and achieve every day. Ever Onward.

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

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

A set of behavioural expectations in specific settings has been attached to each of our three school values. The Schoolwide Expectations Matrix outlines our agreed behavioural expectations in all school settings.

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

- Behaviour lessons conducted on Parade.
- Consolidation of weekly behavioural expectation in each individual classroom as a follow on from Parade.
- Teachable moments by all staff.
- Signage
- Newsletter
- Classroom Awards
- Dojo Points
- Dojo Bag Tags
- Whole School Reward Menu

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



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- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- The PBL team provides information to staff and support by sharing practices.
- Dalby State School Responsible Behaviour Plan (RBP) delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings through the Behaviour Support Teacher.
- Student health and well-being team address Tier 2 Students. Behaviour support team address Tier 3 students.
- Development of specific policies to address:
  - The Use of Personal Technology Devices at school
  - Procedures for preventing and responding to incidents of bullying

## Dalby State School Expectations Matrix

	All Settings	Classroom	Play Areas	Toilets	Eating Areas	Tuckshop	Movement around the school	Parade Special Events	Bus
<b>RESPECT</b>	We use respectful words at school. We use manners. We keep areas clean and tidy. We respect all property. We follow adults' instructions. We mind our own business. We include everyone.	We stay focused and on task. We use whole body listening. We celebrate the achievements of others and ourselves.	We return borrowed play equipment.	We respect the privacy of others.			We walk quietly in straight lines.	We are respectful audience members.	We follow the rules of the bus.  We sit in bus lines until released by an adult.
<b>SAFETY</b>	We wear full school uniform with pride. We keep hands, feet and objects to ourselves. We stay in approved areas.	We sit and move safely around the room. We keep our learning space tidy.	We wear our hat for outdoor play.	We go straight in and straight out.	We stay seated. We eat our own food.	We line up. We only serve customers at the tuckshop.	We walk on all hard surfaces and keep to the left.	We walk when entering and exiting the hall.	We sit safely when travelling on a bus.
<b>LEARNING</b>	We try our best. We help each other. We are water wise.	We come prepared to learn. We are ready to learn by second bell.	We learn and follow the rules of the game.	We follow the routines of the toilet.		We spend our own money.			

**Positive Strategies Used at Dalby State School**

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- Behaviour lessons taught explicitly each week (lessons taken from the Expectations Matrix)
- Student of the Week awards on weekly parades.
- Dojo points given in class when displaying appropriate behaviours.
- Expectation walls in each classroom – actively used by teachers.
- Signage, posters, related books and games integrated into the classroom.
- Students sharing examples of great work with members of the school community.
- Positive phone calls to parents or notes sent home
- Support from Chaplain, Guidance Officer, Behaviour Support Team
- Class Award systems
- Dalby State School rewards menu
- Proactive skilling, helping students to know how to cope in difficult situations
  - Role play
  - Use of Stop – Walk- Talk

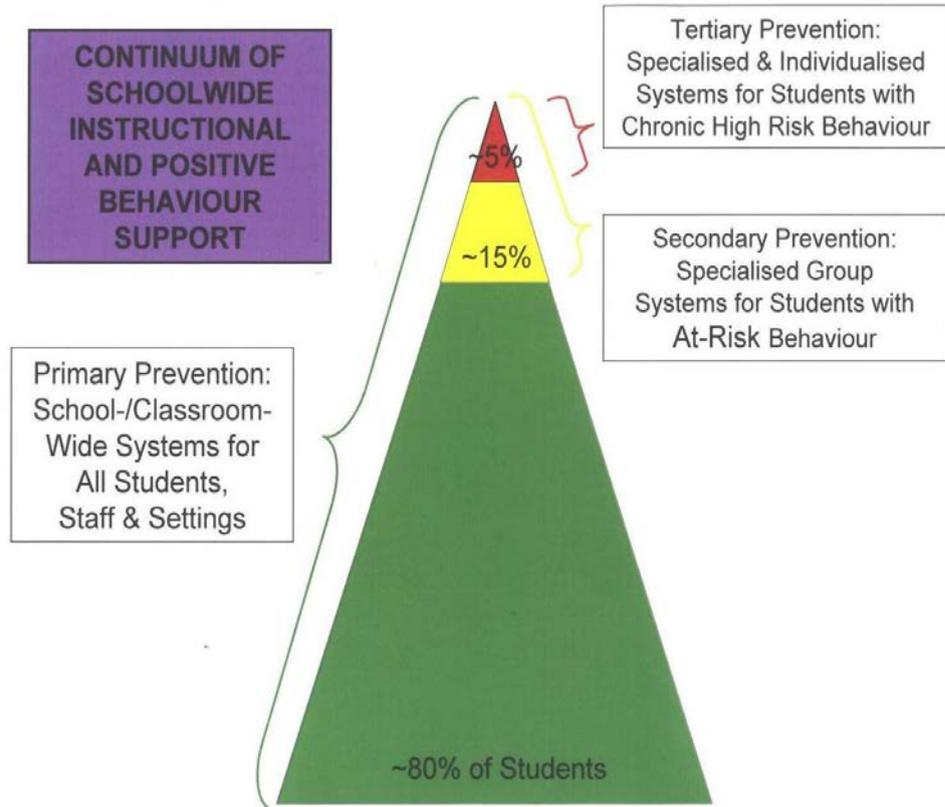
**Reinforcing Expected School Behaviour**

At Dalby State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. Formal recognition systems (e.g.: Dojo Points, Student of Week on Parade and access to the rewards menu) have been developed. These recognition systems are designed to increase the quantity and quality of positive interactions between students and staff. All staff members are provided with access to Professional Development to give consistent and appropriate acknowledgement and rewards.



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Inappropriate behaviour can have a significant impact on one's own learning and the learning of others. Positive behaviour support represents an important opportunity for students to learn how to get along with others.



The Pyramid of School Wide Positive Behaviour- Continuum of Schoolwide Instructional and positive Behaviour Support (above)

Tier 3 - **Red Zone** (Tertiary Prevention): Students in the red zone frequently demonstrate an inability to adhere to our school values.

Tier 2 - **Yellow Zone** (Secondary Prevention): These students lack consistency in displaying our school values.

Tier 1 - **Green Zone** (Primary Prevention): Students in the green zone consistently enact our school values.

**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.

Each classroom teacher has developed their own behaviour wall to assist visually with re-directing students' behaviour. Each behaviour wall must be clearly displayed in the classroom and incorporate the school values,



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expectations of the values, school rules and positive and negative consequences.

#### **Student Service Room:**

During the school day a small number of students at Dalby State School may continue to make poor choices when their behaviour has been re-directed. These students may be directed to the Student Services Room (SSR). In the SSR students are required to complete a reflection sheet with the assistance of a teacher assistant. The reflection sheet asks the student to identify their behaviour, what values and rules they have not been demonstrating and to identify a better choice of behaviour for the situation. Reflection sheets are discussed with the student and may be sent home to parents.

#### • **Universal behaviour support**

Staff at Dalby State School apply a preventative approach to re-direction and use redirection strategies based on the Essential Skills for Classroom Management. 'Pre-correction' and 'prompts' are examples of preventative strategies. Strategies may include selective attending, proximity and non-verbal cueing. When a student exhibits low-level (minor) and infrequent problem behaviour, the initial verbal 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. Increased intervention strategies include redirections, giving choices and following through, and removal to time out for repeated low-level problem behaviours. Our preferred way of re-directing low-level problem behaviour is to ask students to decide whether they are following the school's expectations of Respect, Safety and Learning.

Dalby State School staff are now running the Zones of Regulation framework alongside our current PBL framework to support students in their journey of Self-Regulation and Emotional Control. The Zones of Regulation framework is a systematic, cognitive behaviour approach used to teach self-regulation by categorising all the different ways we feel and states of alertness we experience into four concrete zones. By addressing underlying deficits in emotional and sensory regulation, executive functions, and social cognition; the curriculum is designed to help move students toward independent regulation.

#### • **Targeted behaviour support**

A small number of students at Dalby State School are identified through our data as needing 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.



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Students requiring more targeted support are referred by the class teacher to the Student Health and Wellbeing committee. Each individual case is discussed and strategies decided upon. Many of these students are placed upon an individual behavioural plan. Behaviour Plans are written by a member of administration with the class teacher and consultation with the students and their parent. They have increased daily opportunities to receive positive contact with adults, achievable behaviour goals and increased opportunities to receive positive reinforcement. Where required, adjustments are made through academic support, adult mentoring or intensive social skills training.

Students on behaviour plans are monitored closely and reviewed on a regular basis by the Student health and Wellbeing committee.

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

### • Intensive behaviour support

Dalby 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.

Strategies may include, but are not limited to the following;

- Working with staff members to develop appropriate behaviour support strategies,
- Monitoring the impact of support for individual students through continuous data collection,
- Making adjustments as required for the student, and
- Working with the PBL Team to achieve continuity and consistency.

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### The Student Health and Well being committee:

- work 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
- work with the PBL committee to achieve continuity and consistency in the implementation of behaviour management and processes at Dalby SS.

The student Health and Well-being committee may refer specific cases to Guidance officer/BST/ other agencies.



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### 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 inappropriate behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An emergency situation or critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Basic defusing strategies:

- Avoid escalating the problem behaviour  
Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
- Maintain calmness, respect and detachment  
Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
- Approach the student in a non-threatening manner  
Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
- 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



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of events, evaluate decisions made, and identify acceptable decision options for future situations.

### Physical Intervention

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

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

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

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

It is important that all staff understand:

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

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

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

Any physical intervention made must:

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

### Record Keeping

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

- incident report - *OneSchool*



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- MyHR Incident report – via OnePortal – please see Principal or Deputy Principal
- debriefing report (for student and staff) (*Appendix 3*).

## 6. Consequences for unacceptable behaviour

Dalby State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When inappropriate behaviour occurs, students experience logical consequences.

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

- **Minor** problem behaviour is handled by staff members at the time it happens.
- **Major** problem behaviour is referred to Administration.

**Minor** Behaviours are any behaviour that are minor breeches of the school expectations, there is no violation of the rights of others and is not part of a pattern of problem behaviours. These behaviours require the support of the classroom teacher and do not require involvement of Admin.

**Major** Behaviour significantly violate the rights or safety of others, and may be one-off or repeated. Examples may include use of mobile phones, abusive language, and repeated disruption to learning, bullying, major aggression.



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## MINOR BEHAVIOUR FLOWCHART

*Minor Behaviours are any behaviour that are minor breeches of the school expectations, there is no violation of the rights of others and is not part of a pattern of problem behaviours. These behaviours require the support of the classroom teacher and do not require involvement of Admin.*

*\* please take students with a disability into consideration for this*

**DISRUPTION**

- Low intensity, brief but inappropriate disruption. (e.g. leaving desk, calling out)

**SAFETY**

- Student engages in brief or low-level safety violation not involving hurting any other individuals or groups. (e.g. swinging on tuckshop rails)

**INAPPROPRIATE LANGUAGE**

- Low intensity language. (e.g. shut up, idiot)

**PHYSICAL CONTACT**

- Student engages in non-serious but inappropriate physical contact. (e.g. playing a game with hugging or hitting instead of tagging)

**DEFIANCE/DISRESPECT**

- Low intensity, brief failure to follow directions and/or back chatting.

**DISHONESTY**

- Student engages in minor lying, cheating not involving any other person, omitting details.

**PROPERTY MISUSE**

- Low intensity misuse of property. (e.g. throwing pencil, scribble on desk)

**DRESS CODE**

- Infringement of the dress code guidelines as defined in the Prospectus.

**ESCM Language of Expectations and Language of Acknowledgement**

- Establishing Expectations
- Giving Instructions
- Waiting and scanning
- Cueing with parallel acknowledgment
- Body language encouraging
- Descriptive encouraging



**Language of Correction**

- Selective attending
- Redirection to task
- Giving a choice (must related to expected outcome)



**Follow Through**

- In class TIME OUT 10 Minutes.
- After Time Out – Redirection back to task
- Teacher to record minor in OneSchool.

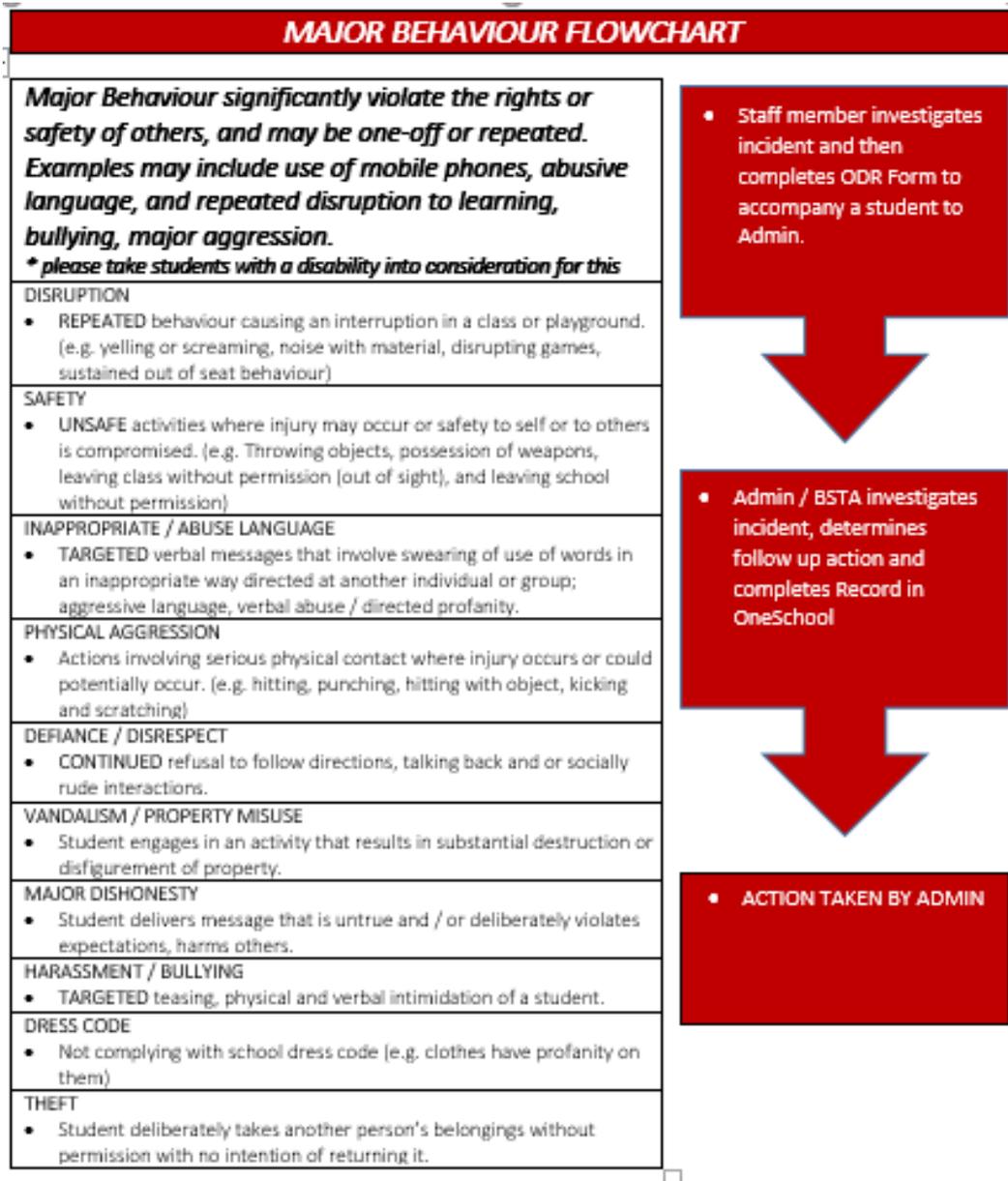


- Student sent to Buddy Class
- Phone call home made by class teacher who then records the Record of Contact on OneSchool.



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Dalby State School seeks to ensure that responses to inappropriate behaviour are consistent and proportionate to the nature of the behaviour. The OneSchool database is used to record problem behaviours, as well as positive behaviours.

Consequences of inappropriate behaviour may include one or more of the following:

- redirection or rule reminder
- removal from activity or event for a specified period of time
- loss of privileges
  - **Note:** If a student has displayed a pattern of inappropriate behaviours and Office Referrals, the Principal/ Deputy Principal can use his/her discretion to determine whether or not the student can attend excursion or activities in consultation with the students Classroom Teacher and parents/carers.
- individual meeting with the student
- verbal or written apology by the student

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- restitution (eg: replacing something broken)
- completing tasks in their own time (eg: play time)
- liaising with parents/carers by phone and/or meeting
- time in a “buddy class”
- time in the administration area (Office)
- suspension
- exclusion

### Roles and Responsibilities when Dealing with Behaviour

#### Classroom Teacher

Teachers play a key role in the delivery of quality education to students. Teachers also focus on explicitly teaching positive behaviour through the PBL Expectations Matrix. Behaviour Management strategies such as the ‘Essential Skills for Classroom Management’ are used to pre-correct and emphasise expected behaviours in all settings including the classroom and outdoor spaces.

#### Behaviour Support Teacher Aide

The behaviour support teacher aide will liaise with administration (Deputy Principal and Principal) regarding students referred to the Student Services room and continue to support and assist students to return to the classroom or may refer students to other administration.

#### Deputy Principal & Principal

The administration team will assist students in both personal and academic areas, or may refer students to other personnel

## 7. Network of student support

Students at Dalby 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
- CPST team
- School Chaplain

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

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- ACTS for Kids
- Police



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- Local Council
- Bush Children's
- Goondir Health Services

### 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.

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

### **BYOL (Bring Your Own Laptop) Expectations and User Agreements**

Dalby State School has recently introduced a BYOL program that allows students in particular classes to bring their own laptop.

Bring Your Own Laptop (BYOL) is a new pathway supporting the delivery of 21st century learning. It is a term used to describe a digital device ownership model where students or staff use their personally-owned laptop to access the department's information and communication (ICT) network.

Access to the department's ICT network is provided only if the laptop meets the department's security requirements which, at a minimum, requires that anti-virus software has been installed, is running and is kept updated on the device [Advice for State Schools on Acceptable use of ICT Facilities and Devices](#).

Students and staff are responsible for the security, integrity, insurance and maintenance of their personal laptops and their private network accounts.

The BYOL acronym used by Dalby State School refers to the teaching and learning environment in Queensland state schools where personally-owned laptops are used.



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The department has carried out extensive BYOL research within Queensland state schools. The research built on and acknowledged the distance travelled in implementing 1-to-1 computer to student ratio classes across the state, and other major technology rollouts.

We have chosen to support the implementation of a BYOL model because:

- BYOL recognises the demand for seamless movement between school, work, home and play
- Our BYOL program assists students to improve their learning outcomes in a contemporary educational setting
- Assisting students to become responsible digital citizens enhances the teaching learning process and achievement of student outcomes as well as the skills and experiences that will prepare them for their future studies and careers.

For students to participate in the school's BYOL and 1:1 Laptop classes, a shared understanding of the expectations around use of laptops is signed and agreed upon between the school, parents / carers and students. (Appendix 5)

### 9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Judicial Review Act 1991
- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information 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
- 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

DocuSigned by:  
*Peter Forbes*  
CAC20D7301924F1

P&C President

Date effective: from 29.01.2019 to 13.12.2019

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