Redland District Special School
Responsible Behaviour Plan for Students
based on The Code of School Behaviour

1. Purpose

The Department of Education, Training and Employment is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education. Essential to effective learning is a safe, supportive and disciplined environment that respects the following rights.

- The rights of all students to learn
- The rights of teachers to teach
- The rights of all to be safe

Principals are to ensure the good order and management of State educational institutions. To achieve this goal Redland District Special School has developed a Responsible Behaviour Plan for Students. The plan provides a framework for our school community to teach students school wide behaviour expectations that are taught in all contexts and are celebrated and rewarded when demonstrated.

School staff will enact the Responsible Behaviour Plan whilst maintaining their obligations under the current Sate Education Provisions Act and Education Queensland’s Student Protection Policy and Code of Conduct Policy.

2. Consultation and data review

This Responsible Behaviour Plan has been developed in consultation with school staff and the Parents and Citizens Association. The school used our Quadrennial School Review process as a means of gaining community input to the plan. School surveys and pupil free days in 2012 were used to review the plan. The review maintained our school’s commitment to schoolwide positive behaviour support and to importance of considering individual circumstances that surround problematic behaviour.

3. Learning and behaviour statement

As a school community we are committed to Schoolwide Positive Behaviour Support as a process that facilitates learning for all of our students. Positive Behaviour Support is comprised of a broad range of systemic and individual strategies for achieving important social and learning outcomes while preventing problem behaviour with all students.

Schoolwide Positive Behaviour Support is:

- A proactive schoolwide system of support for defining, teaching and supporting appropriate student behaviours to create positive school environments
- Creating and sustaining schoolwide, classroom and individual systems of support that improve lifestyle results for all learners
- Building effective environments in which positive behaviour is more effective than problem behaviour so that academic success can be achieved

Redland District Special School's community believes that our students need to learn how to:

- Wait
- Listen
- Share
- Communicate and
- Ask for help

If our students can demonstrate these behaviours we believe that learning outcomes will improve. Our staff believe that these expectations need to be taught explicitly. Staff have created lesson plans across school contexts to teach expected behaviours. Teachers take student pre and post teaching data to monitor student outcomes. These behaviours are complementary to behaviours which are embedded in our PECS (Picture Exchange Communication System) which forms the basis for our teaching of communication and literacy.

Our school community responds to unacceptable behaviour based upon these school wide expectations and the context in which the behaviour occurs and the individual circumstances of the student involved.

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

- Universal behaviour support

At Redlands Special School we proactively teach our schoolwide behaviour expectations. A set of behavioural expectations in specific settings has been attached to each of our schoolwide expectations. (Appendix 1)

These expectations are communicated to students via a number of strategies, including:
- Taught and reinforced across the curriculum as appropriate
- Reinforced in general classroom behaviour expectations
- Reinforced in playground and community settings
- Acknowledged and reinforced on school events and weekly parade

Students and staff are rewarded for demonstrating the 5 expectations. Students receive school awards on weekly parade and are noted in the school newsletter fortnightly. Staff nominate each other for demonstrating the teaching and rewarding of expectations and receive incentives such as free coffee shop, additional non-contact or relief of playground duty. The 5 expectations are displayed visually around the school and in classrooms. The expectations are regularly communicated to parents through school newsletters.

Some teachers, if appropriate for students, will also have their own classroom systems/rules that have been negotiated with students. Students can earn
various rewards/tokens for demonstration of positive behaviours. Some students as part of their individual behaviour plans will have individual reward systems in place for the demonstration of agreed behaviours.

- **Targeted behaviour support**

Our triangle of support is different to that of a primary or secondary school. Many of our students have difficulty concentrating and managing their behaviour across a range of contexts. To facilitate success careful consideration is given to class groupings, support structures and curriculum choices. Our supportive classrooms offer on-going support which falls into the definition of targeted supports. Our general classroom practices scaffold and support behaviour and learning for all students. All students as part of their general curriculum are taught our school wide behaviour expectations and general social skills appropriate to their age and abilities.

**General classroom strategies used may include:**

- curriculum adjustment
- providing choices
- seating and furniture arrangement
- verbal and non-verbal instruction and reinforcement
- increased or decreased attention
- visual cues and schedules
- communication with home and the wider school community

Some students may have behaviour goals associated with their Personalised Learning Plans.

- **Intensive behaviour support**

A few students have complex and challenging behaviours arising from their disability. These students often have persistent and serious behaviours. All of these students have individual behaviour management plans. These plans are based on a functional behavioural analysis and detail educational and behavioural goals and strategies to teach appropriate behaviour and respond to inappropriate behaviour. Some individual behaviour management plans include time out and physical restraint strategies. These strategies are only carried out by trained staff with parent and departmental permission. Physical restraint is only used as a last resort to ensure safety of students and staff. These individual behaviour plans override the general school consequences for unacceptable behaviour. These students often require case management and regular communication occurs across home, school, respite, medical practitioners and a range of outside agencies i.e. Disability Services, Queensland or Department of Child Safety.
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 a severe behaviour incident. 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.

Redlands Special School staff use the COPING Model as described in Nonviolent Crisis Management. All staff at Redlands Special School have been trained in Nonviolent Crisis Management.

- **Control**: control the situation using a range of proactive strategies to defuse the situation and get the student and situation back in control. Focus on safety of students and staff.
- **Orient**: after event find out what happened, collect facts, initial debrief
- **Patterns**: behaviour, antecedents, settings, activity, persons
- **Investigate**: options and alternatives to assist in ensuring incident does not happen again or better management should incident occur again
- **Negotiate**: Negotiate with student, staff and parents around the incident and possible solutions, plans and consequences
- **Give**: Give time to staff to debrief, give time to devise new plan and collect data

**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 Redland Special 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.

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.

**Physical Restraint**

**Principals and School Staff:**
Use physical restraint:
- as an immediate or emergency response
when other options have been considered such as allowing the student to withdraw or move away, or moving other people from the situation
- after considering welfare of student, staff and other students
- with such force as is reasonable under the circumstances
- in conjunction with teaching and reinforcement of alternative appropriate behaviour

When developing strategies to deal with situations involving use of physical restraint:
- use risk management procedures
- follow procedures in accordance with Code of Conduct and Student Protection Policy
- consider any issues that might exacerbate the situation such as:
  - body language, tone of voice or facial expressions
  - student's sensitivity to sounds or touch
  - student's methods of communication
- assume calm demeanor to avoid escalating student's behaviour
- maintain appropriate observation or monitoring of student during and after incident of physical restraint

Parents and carers of student involved in a critical incident are immediately informed of the incident and any actions taken by staff. A formal meeting is called with relevant stakeholders to review the incident and actions taken and make any recommendations that need to be undertaken as a result of the incident.

Staff involved in a critical incident are given an opportunity to debrief with school administration and guidance officer as soon as possible after the event. If necessary staff are referred to seek counselling from departmental assistance services.

6. Consequences for unacceptable behaviour

Consequences are applied within the context of a proactive support system that focuses on prevention and instruction. The majority of minor behaviour incidents will be dealt with by the teaching and support staff and may result in

- Redirection
- Reminder of expectation
- Repeating of instruction
- Negotiation
- Choice making
- Informal time out – sitting out of an activity

Consequences and Suspension

Behaviour improvement conditions and student disciplinary absences may be considered when the behaviour results in injury to self, others or destruction of property and consideration has been given to other responses which may be appropriate.

Consequences including behaviour improvement conditions and suspension will be negotiated on an individual bases taking into account:

- age
- cognition
- intent
- seriousness of the incident in relation to injury and or property damage
- safety and learning needs of students
- safety and professional responsibilities of staff

If a student is suspended as a result of a serious incident the suspension allows the school to:

- Demonstrate to staff, students and community a commitment to ensure the safety, needs and rights of school members
- Review the student’s behaviour management / risk management plan
- Change routines and supervision
- Arrange for relief staff
- Provide time for communication / meetings
- Attend to occupational health and safety requirements
- Develop a Positive Behaviour Support Plan / Risk management plan
- Consult with outside agencies or medical specialists

If a student is involved in an incident which results in injury to a staff member or a student this will generate a Health and Safety Incident Notification. A letter will be sent home to parents with a brief explanation of the incident and an indication if the incident was minor and requires no further action or if the incident was serious and requires a discussion. If the matter is serious parents are requested to arrange a meeting time to discuss the incident and possible strategies to reduce the incident occurring again. Behaviour improvement conditions and suspension may be a consequence that is discussed.

School Disciplinary Absences (SDAs) may be used if the behaviour of students warrants, but must be used after consideration has been given to all other responses.

There is a range of SDAs that can be employed including detentions, suspensions, behaviour improvement conditions and recommendations for exclusions. The Education & General Provisions Act 2006 (EGPA) states the following in relation to SDAs:

**Detentions** – a principal or teacher can detain a student as a consequence for disobedience, misconduct, wilful neglect to prepare homework or for another breach of school discipline. A period of detention must not be more than 20 minutes during lunch breaks or more than 30 minutes after the school program has finished for the day. If the detention is completed after school, a parent must be informed prior.

**Suspension** – a principal may suspend a student from the school under the following circumstances:
  a) disobedience by the student
  b) misconduct by the student
  c) other conduct that is prejudicial to the good order and management of the following school.

**Behaviour Improvement Conditions** – a behaviour improvement condition may be imposed if the principal is reasonably satisfied that the student has engaged in behaviour that is the basis for a recommendation for exclusion of the student from the school or certain State schools as mentioned below.
**Recommendations for Exclusion** – a principal may recommend exclusion of a student from the school or certain State schools under the following circumstances:

a) disobedience by the student  
b) misconduct by the student  
c) other conduct that is prejudicial to the good order and management of the following school;

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

A student may also be recommended for exclusion if they are in breach of behaviour improvement conditions.

### 7. Network of student support

The school provides a number of support structures for students, teachers and families. This includes the Guidance Officer, school administration team, School Wide Positive Behaviour Support Team and school sector teams.  
A student’s behaviour may be bought up for discussion at staff meeting or team meeting to share strategies or seek ideas. Teachers can refer students to the Positive Behaviour Team for additional support. A team member will work with the teacher to assist with strategies or a functional behavioural analysis and behaviour management plan.

The school works closely with families who have children with complex and challenging behaviours. A team approach is used and team meetings are held to discuss and share behaviour management plans and general strategies. The team may consist of teacher, administration, parents, careers, respite workers, Guidance Officer, Disability Services Queensland, Child Safety, Child Youth and Mental Health Services, medical practitioners and any other outside agencies involved with the student.

### 8. Consideration of individual circumstances

The implementation of any strategies to support student behaviour, whether whole school, targeted, intensive behaviour support or applying consequences will be done taking into account factors such as the students’ age, cognition background, emotional state and the particular context.

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 the school community members will be considered at all times.

### 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](#)
10. Related departmental procedures

- 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

List any related resources identified. This could include:

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

Endorsement

Principal: ____________________________
P&C President or Chair, School Council: ____________________________
Principal’s Supervisor: ____________________________

Date effective:

from January 29th 2013 to December 2014
Appendix 1

Expectation Matrix

Below is a snapshot of the Redland District Special School Expectation Matrix. This is also available as a separate document.

<table>
<thead>
<tr>
<th>Context</th>
<th>Classroom</th>
<th>Playground</th>
<th>Transitions</th>
<th>Toilets</th>
<th>Assembly</th>
<th>Community</th>
<th>Bus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wait</td>
<td>Sitting/standing being still, being quiet, attending to situations, keep hands to self, using up, waiting until speaking finished.</td>
<td>Using up, being calm, wait, turn-taking.</td>
<td>Waiting for instructions, adult, walking at a point.</td>
<td>Sitting, waiting for instructions, respecting privacy.</td>
<td>Waiting with class, sitting quietly, sitting still.</td>
<td>Walking for instructions, hands to self, road safety, designed seat, staying with group.</td>
<td>Remaining seated, seat belts.</td>
</tr>
<tr>
<td>Listen</td>
<td>Attending to speaker, take all notes, be present, being quiet, concentration, concentrating on meaning, acknowledging message.</td>
<td>Start, look, listen, be present, listen to each other.</td>
<td>Listen to bell, wait for instructions, listen for music, turn-taking.</td>
<td>Listen to instructions.</td>
<td>Listen to speaker, sitting quietly.</td>
<td>To community people, to community noise.</td>
<td>Bell, buzzer, driver, adult, each other.</td>
</tr>
<tr>
<td>Help</td>
<td>Asking for help, hand-up, exchange cards, offering help, idea, helping others.</td>
<td>Cooperation, giving up, asking for help.</td>
<td>Ask for help, get help for others.</td>
<td>Ask for help, get help for others.</td>
<td>Ask for help, get help for others.</td>
<td>Help others, helping community, helpful community, asking for help.</td>
<td>Ask for directions, waiting for downstairs, give courtesy to others.</td>
</tr>
<tr>
<td>Share</td>
<td>Turn-taking, giving others to play, ask to share, cooperation, following rules.</td>
<td>Share space, share equipment, going.</td>
<td>Take turns.</td>
<td>Share space, take turns.</td>
<td>Share space, look for others, respect others.</td>
<td>Share space, share space, respect others.</td>
<td>Share space, share space, respect others.</td>
</tr>
<tr>
<td>Communicate</td>
<td>Use your body (voice, sign, SMSC, VCGA) share what you are doing, giving attention, use body language, using tone, inside/outside voice.</td>
<td>Asking to go to playground, tell people where you are going.</td>
<td>Cooperate with transitions.</td>
<td>Quiet voice, asking to go to toilet.</td>
<td>Participate and communicate, inside and outside voice.</td>
<td>Communicate clearly.</td>
<td>Quiet voice, sharing dangers, only talking to known people.</td>
</tr>
</tbody>
</table>
Appendix 2

Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying) at Redland District Special School

Purpose
1. Redlands Special School strives to create a positive, predictable environment for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to ensuring the safety and well-being of all members of the school community.

2. There has not been a culture of bullying in this school community and we aim to work together to ensure that this continues at Redlands Special School.

3. At Redlands Special School there is agreement among our school community that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale
4. Many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst we would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching students a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who may bully are not socially reinforced for demonstrating it.

5. All students are explicitly taught the expected behaviours and receive high levels of social acknowledgement for doing so. Adding lessons where necessary or appropriate on bullying and how to prevent and respond to it is part of our school wide positive behaviour support expectations.

Prevention
6. Our school wide universal behaviour support practices will be maintained at all times. This will ensure that:
   - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing bullying behaviour
   - All students are taught the expected behaviours attached to each of our school wide expectations
   - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our expectations
   - A high level of quality active supervision by staff.
7. Preventative programming conducted through the year or as necessary:
   - Classroom units of work
   - Police visits
   - Targeted group behaviour management strategies
   - Guest speakers
   - Relevant theatre productions
   - Qld Transport visits
   - Vocational Education Programs

8. The anti-bullying process at our school takes care to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.