Our school community has identified the following school expectations/rules to teach and promote our high standards of responsible behaviour:

- Do your best
- Be respectful
- Be safe

Our school community and consistent expectations and understandings of their role in the educational process.

and consistent expectations and understandings of their role in the educational process. Through our school plan shared expectations for student behaviour are plan to everyone. Assisting Darlington State valuable social learning as well as a means of maximising the success of academic education programs. We consider behaviour management to be an opportunity for

3. Learning and behaviour statement

The plan was endorsed by the Principle, the President of the PGC and Assistant Regional Director in 2013 and will be reviewed in

2015 as required in legislation.

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

Darlington State School is committed to providing a safe, respectful and disciplined learning environment for students and staff where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

2. Consultation and data review

2013 - 2015

Darlington State School Responsible Behaviour Plan for Students
### Schoolwide Expectations Matrix

<table>
<thead>
<tr>
<th>TOILETS</th>
<th>PLAYGROUND</th>
<th>CLASSROOM</th>
<th>ALL AREAS</th>
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<tbody>
<tr>
<td><strong>Respect</strong></td>
<td><strong>Respect</strong></td>
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<td>Personal space</td>
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<tr>
<td>Keep belongings neat</td>
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<td>Be quiet</td>
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<td>Wash hands</td>
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<td>Walk quietly and orderly so that others are not disturbed</td>
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### Expectations

A set of behavioral expectations in specific settings has been attached to each of our three school environments. The school-wide expectations provide a framework for responding to unacceptable behavior.

### Universal Behavior Support

**4. Processes for Reacting to Standards of Positive Behavior and Responding to Unacceptable Behavior**

- Be safe. Be respectful and always do your best.

Our school expectations/rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values,
Support these students consistently across all classroom and non-classroom settings.

- Individual support strategies developed for students with high behavioral needs, enabling staff to make the necessary adjustments to communication methods outlined above.
- Positive behavior: skilled teaching and supervision for students is given high priority.

Reinforcement Development - The reinforcement between all stakeholders plays a huge role in the reinforcement of positive behavior.

Engaging Curriculum - Darlington State School believes that many behavioral disruptions are the result of limited curriculum access.

Darlington State School implements the following proactive and preventative processes and strategies to support student behavior:

**Proactive Strategies:**

- Newsletters
- Parent handbooks
- Parent and student workshops
- Enrichment packages and interviews

Reinforcement of learning from behavior lessons on school assemblies and during active supervision by staff during classroom stops.

- Weal inside the gate until the bus
- Wait your turn
- Use polite language
- Clean up after yourself
- Care for equipment

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

- Wash hands
- Obey following lunch
- Care for environment
- Play fairly - take turns, invite
- Be a good listener
- Talk in turns
- Respect others' right to learn
- Raise your hand to speak
10. Following through
9. Giving a choice
8. Redirecting to the learning
7. Selective attending
6. Descriptive encouraging
5. Body language encouraging
4. Clearing with parallel acknowledgment
3. Writing and scanning
2. Giving instructions
1. Establishing expectations

Teachers, when re-directing inappropriate behaviour choices, should:

- Phone call home to parents
- Non-verbal corrections (wink, smile, thumbs up, high five, provision of privileges, etc.)
- Leadership, responsibility, decisions
- Philosophical awards - certificate
- Auspice of the Month - certificate and badge
- Fresh Philosopher Rewards
- Individual classroom acknowledgment program

All school members are trained to give consistent and appropriate acknowledge and rewards. Darningon State School uses a number of strategies, including re-directing inappropriate behaviour choices. These include but may not be limited to:

- Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2)
- The Use of Personal Technology Devices at School (Appendix 1)
- Development of specific policies to address...
Repealed inappropriate behaviour may lead to an individual Behaviour Support Plan and referral to the Intensive Behaviour Support Team. Additional intervention may be provided with intensive Behaviour Support.

Further consequences which may include suspension.

Stage 5 - Behaviour is monitored by Principal for

Stage 1 and the process repeats.

Stage 1 - Warning

Stage 4 - 15 minutes Time away (to be made up)

Stage 3 - 10 minutes Time away (to be made up)

Stage 2 - 5 minutes Time away (to be made up)

Inappropriate Behaviour Response

Positive Reinforcement - outlined in section 4

Appropriate Behaviour Response

Behavioral Management Flow Chart

Including the referral and response process, and the reporting responsibilities of self and of the students being supported.

All staff members are provided with continuous professional development consisting of an overview of the behavioral management program.

The frequency of their behaviour may not be addressed in a timely manner.

Each year a small number of students at Dangarion State School may be identified through our data as needing a little bit extra in the way of Targeted Behaviour Support.

For students whose behaviour does not improve after Individualised behaviour Support, or whose previous behaviour indicates a need for specialist intervention, are provided with intensive Behaviour Support.
Any minor behaviour that is repeated three or more times.

- Require the involvement of school administration.
- Put others at risk of harm.
- Significantly violate the rights of others.

Major behaviours are those that:

- Do not require involvement of specialist support staff or administration.
- Are not part of a pattern of problem behaviours.
- Do not violate the rights of others in any other serious way.
- Do not result in harm to others, or cause you to suspect that the student may be harmed.
- Are minor breaches of the school rules.

Minor behaviours are those that:

- Major problem behaviour is reported directly to the school administration team.

Understanding:

When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor. With the following agreed.

6. Consequences for unacceptable behaviour

Illegal, unsafe, endangers or intimidates others, or stops the student or others from learning is prohibited. Behaviour must stop. Any activity which is

Intensive Behaviour Support Team

The Intensive Behaviour Support Team includes individuals from the school, leading to response. Team members work with identified students to develop systems that support the student and their family. A representative from the school's administration also

The Behaviour Support Team works with the School leadingship, Team leaders to achieve continuity and consistency.

- Works with the School leadership to achieve continuity and consistency.
- Makes sure the student is safe and cared for the student, and
- Work with other school members to develop systems that support students. The Behaviour Support Team

Intensive Behaviour Support Team is committed to educating all students, including those with the highest behavioural support needs. We recognise that
<table>
<thead>
<tr>
<th>Category</th>
<th>Possible Consequences</th>
<th>Unacceptable Behaviour</th>
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The following information outlines types of unacceptable behaviours at Darlingion State School and indicates consequences that may be
1. Follow through

2. Discuss the consequences of continuing unacceptable behaviour.

3. Review the individual's work/activity. If the student continues with the unacceptable behaviour, then remind them of their expected school behaviour and the usual work/activity. If the student continues with the unacceptable behaviour, then remind them of the expected school behaviour and the usual work/activity. If the student continues with the unacceptable behaviour, then remind them of the expected school behaviour and the usual work/activity. If the student continues with the unacceptable behaviour, then remind them of the expected school behaviour and the usual work/activity.

4. Follow through cooperation, withdrawal if the situation escalates.

5. Approach the student in a non-threatening manner carefully. Avoid humiliation, the student be matter of fact and avoid responding emotionally.

6. Model the behaviour you want students to adopt. Stay calm and controlled use a serious, measured tone. Choose your language correctly.

7. Maintain calmness, respect and explanations.

8. Avoid escalating the problem behaviour.

9. Avoid escalations of anger and frustration through body language.

10. Use effective strategies to prevent or interrupt the student's response, sudden reactions, sarcasm.

11. Avoid escalating the problem behaviour.

12. Basic defusing strategies

13. Likely to be prolonged in serious cases?

14. Severe problem behaviour is defined as behaviour of such intensity, frequency or duration that the physical safety of the student or others is required.

15. Severe problem behaviour is defined as behaviour of such intensity, frequency or duration that the physical safety of the student or others is required.

16. An emergency situation of critical incident is defined as an occurrence that is sudden, unanticipated and usually unexpected or an occasion.

17. An emergency situation of critical incident is defined as an occurrence that is sudden, unanticipated and usually unexpected or an occasion.

18. The condition requires that appropriate actions are taken to ensure that both students and staff are kept safe.

19. The condition requires that appropriate actions are taken to ensure that both students and staff are kept safe.

20. Il is important that all staff have a consistent understanding of how to respond to emergency situations of critical incidents involving severe problem behaviour.

6. Emergency responses or critical incidents

   a. The student's record of previous misbehaviour at Dargan State School
   b. The student's_record of previous misbehaviour at Dargan State School
   c. The student's_record of previous misbehaviour at Dargan State School
   d. The student's_record of previous misbehaviour at Dargan State School
   e. The student's_record of previous misbehaviour at Dargan State School
   f. The student's_record of previous misbehaviour at Dargan State School
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   h. The student's_record of previous misbehaviour at Dargan State School
   i. The student's_record of previous misbehaviour at Dargan State School
   j. The student's_record of previous misbehaviour at Dargan State School

   The exact measures taken will depend on a range of factors, including:

   - The age of the student involved
   - The nature of the offence
   - The severity of the incident
   - The impact of the punishment on the individual student
   - The impact of the punishment on the individual student
   - The impact of the punishment on the individual student
   - The impact of the punishment on the individual student

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

**Record Keeping**

- Take into account the age, stage, disability, understanding and gender of the student.
- Always be the minimum force needed to achieve the desired result, and
  - be in proportion to the circumstances of the incident;
  - be reasonable in the particular circumstances.
- Any physical intervention made must:
  - be in a classroom of the school, unless student/staff safety is clearly threatened.
  - result in verbal threats.
  - result in compliance.
  - result in school suspension
  - result in property destruction

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

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

It is important that all staff understand:

- Verbal threats and the strategy is used to prevent injury.
- Immediate threats are strategies only used in emergency situations when immediate safety of others is compromised.
- The use of physical intervention is only considered appropriate when the immediate safety of others is threatened and the strategy is used to prevent injury.
- Physical intervention may be used to ensure the Darwinburg State School's duty of care is protected.

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

- physically assaulting another student or staff member.
- physically assaulting another student or staff member.
- causing physical pain, discomfort, injury or harm to another student or staff member.

Physically intervening at the immediate danger to him/herself or to others.

Staff may utilise acceptable decision options and non-physical intervention if all non-physical interventions have been exhausted.

**Debrief**

Help the student to identify the sequence of events that led to the unacceptable behavior. Provide decision-making during the sequence of events, evaluate decision-making and identity acceptable decision options for future situations.

Appendix:
8. Consideration of Individual Circumstances

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

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

- Senior Guidance Officer
- Positive Learning Centre Staff
- Advisory Visiting Teachers
- Counselling Officer
- Administration Staff
- Support Staff
- Parents
- Teachers

Students at Darling State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour.

7. Network of Student Support

- One school behaviour matrix and referral to Principal
- Health and Safety Incident Record (link)
- Incident Report (Appendix 4)
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 Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies
- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
- SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools
- SMS-PR-022: Student Dress Code
- SMS-PR-012: Student Protection
- SCM-PR-006: Hostile People on School Premises, wilful Disturbance and Trespass
- GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
- ICT-PR-004: Using the Department’s Corporate ICT Network
- JFM-PR-010: Managing Electronic Identities and Identity Management
- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

11. Some related resources
- Bullying, No Way!
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses

Endorsement

[Signatures]
Principal
P&C President or Chair, School Council
Regional Executive Director or Executive Director (Schools)

Effective Date: 1 January 2010 – 31 December 2013