Red Hill Special School – Responsible Behaviour Plan for Students

1. Purpose
Red Hill Special School (RHSS) 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. This Responsible Behaviour Plan for Students is based on the ‘The Code of School Behaviour’ and 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.

2. Consultation and data review
Red Hill Special School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken throughout 2012 and the plan will be consolidated in terms three and four 2013. The draft plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director in December 2012, and will be formally reviewed in 2015 as required in legislation.

3. Learning and behaviour statement
All areas of Red Hill Special School are learning and teaching environments. We consider the Responsible Behaviour Plan to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs. Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Red Hill Special 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 three expectations to teach and promote our high standards of responsible behaviour:

- I communicate
- I look, listen and learn
- I make good choices

These three 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.

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 Red Hill Special School we emphasise the importance of explicitly teaching students the three identified school expectations and the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent inappropriate 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 expectations. The School Wide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.
# RED HILL SPECIAL SCHOOL SCHOOLWIDE EXPECTATIONS TEACHING MATRIX

<table>
<thead>
<tr>
<th>Expectation</th>
<th>All Learning Environments:</th>
<th>Symbol</th>
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<tbody>
<tr>
<td>I communicate</td>
<td>• Use my communication system to tell people what I want or need&lt;br&gt;• Get attention appropriately&lt;br&gt;• Look at the person I’m communicating with&lt;br&gt;• Keep my hands and feet to myself&lt;br&gt;• Ask for help&lt;br&gt;• Make choices</td>
<td><img src="image" alt="Symbol" /></td>
</tr>
<tr>
<td>I look, listen and learn</td>
<td>• Follow instructions&lt;br&gt;• Use an inside voice&lt;br&gt;• Look at the person talking to me&lt;br&gt;• Use my communication system&lt;br&gt;• Wait my turn&lt;br&gt;• Participate&lt;br&gt;• Have a go&lt;br&gt;• Try my best&lt;br&gt;• Get attention appropriately&lt;br&gt;• Look after equipment and use it correctly&lt;br&gt;• Sit still&lt;br&gt;• Keep my hands and feet to myself</td>
<td><img src="image" alt="Symbol" /></td>
</tr>
<tr>
<td>I make good choices</td>
<td>• Keep my hands and feet to myself&lt;br&gt;• Use my communication system&lt;br&gt;• Share with my friends&lt;br&gt;• Ask for help&lt;br&gt;• Wait my turn&lt;br&gt;• Use an inside voice&lt;br&gt;• Use equipment correctly&lt;br&gt;• Ask for help&lt;br&gt;• Follow instructions</td>
<td><img src="image" alt="Symbol" /></td>
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These expectations are communicated to students via a number of strategies, including:
- Intensive communication lessons conducted by the classroom teachers
- Behaviour lessons conducted by classroom teachers which focus on the explicit teaching of the school expectations
- Reinforcement of communication and behaviour lessons during active supervision by staff during classroom and non-classroom activities.

Red Hill Special School implements the following proactive and preventative processes and strategies to support student behaviour:
- Comprehensive induction programs in the Red Hill Special School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff
- Individual behaviour plan developed with students, parents and relevant specialists (where appropriate) for students who demonstrate repeated inappropriate or unacceptable behaviour; to provide a personal framework of positive behaviour expectations and actions and to enable staff to provide consistent strategies or adjustments across all learning environments.

**Reinforcing expected school behaviour**
At Red Hill Special School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement structure is designed to increase the quantity and quality of positive interactions between students and staff.
All staff members are trained to give consistent and appropriate acknowledgement and rewards. Classroom teachers develop a classroom specific positive behaviour recognition system aimed at providing concrete feedback to all students in the class about expected school behaviour. All staff members working with students, both in and outside of the classroom environment, are responsible for providing classroom teachers with appropriate data on positive student behaviour.

Each classroom teacher collates data taken from the previous week and provides the Deputy Principal with weekly awards (outlining positive school behaviour) which are presented to students at weekly school assemblies. The classroom teacher documents each weekly award on OneSchool by recording it as a positive behaviour.

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 provide a prompt for the student about expected school behaviour, then communicate with 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 communicate with them about how they might act in accord with the school’s four behaviour domains. 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.

Targeted behaviour support: School Based Team
This section of our Responsible Behaviour Plan for Students is currently under review with the School Based Team using Term 3, 2013 to consult with staff and parents and seek professional perspectives on both ‘best proactive’ and ‘research based’ targeted behaviour support program for students with severe and multiple impairments.

Intensive behaviour support: School Based Team
Red Hill Special 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 may need comprehensive systems of support that require regular reviews in consultation with parents/caregivers and other relevant specialist staff. The School Based Team:
- works with all staff members to develop appropriate behaviour expectations and strategies
- monitors the impact of support for individual students through continuous data collection
- provides consistent strategies and adjustments outlined in the Individual Behaviour Plan
- works with the School Administration to achieve continuity and consistency
- ensures all processes are to be documented correctly on OneSchool.

The School Based Team 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 begin 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 specialist behaviour services staff.

5. Consequences for inappropriate or unacceptable behaviour
Red Hill Special School makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When these behaviour incidents occur, it is important that consequences are predictable. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour. Classroom teachers record all minor and major problem behaviour incidents on OneSchool.

Minor and major behaviours
When responding to behaviour incidents, the staff member determines if the problem behaviour is minor or major, with the following agreed understanding:
- **Minor** behaviour incidents are handled by staff members at the time it happens
- **Major** behaviour incidents are referred directly to the school Administration team

Minor problem 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 inappropriate behaviours
do not require involvement of specialist support staff or Administration.

**Minor** problem behaviours may result in the following consequences:
- a minor consequence logically connected to the inappropriate behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time out), apology, or restitution
- a re-direction process where a staff member takes the student aside and communicates the behaviour that student is displaying and communicates the expected school behaviour in line with the school's four domains.

**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 school Administration because of their seriousness. When major unacceptable behaviour occurs, staff members calmly communicate with the student the behaviour they are exhibiting and the expected school behaviour. The staff member then escorts the student to Administration or calls the Deputy Principal to escort the student to Administration. A report of the student's behaviour is recorded on OneSchool by the class teacher.

**Major unacceptable behaviours may result in the following consequences:**
- **Level One:** Time out (see Safe, Supportive and Disciplined School Environment procedure for guidelines), loss of privilege, restitution, or warning regarding future consequence for repeated or persistent inappropriate behaviour
- **Level Two:** Parent contact, referral to School Based Team, referral for specialist behaviour services, behaviour improvement conditions.
- **Level Three:** Students who engage in serious unacceptable behaviours such as major violent physical assault may receive a School Disciplinary Absence as a consequence of unacceptable behaviour.

**Definition of consequences**

<table>
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<tr>
<th>Time out</th>
<th>A principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down. During time out, student is to be supervised and given an opportunity to rejoin class in intervals of no more than 10 minutes.</th>
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<tbody>
<tr>
<td>Temporary Removal of Property</td>
<td>A principal or staff member of Red Hill Special School has the power to temporarily remove property from a student, as per the procedure <em>Temporary Removal of Student Property by School Staff.</em></td>
</tr>
<tr>
<td>School Disciplinary Absences (SDA)</td>
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</table>
| Suspension | A principal may suspend a student from school under the following circumstances:  
- disobedience by the student  
- misconduct by the student  
- other conduct that is prejudicial to the good order and management of the school. |
| 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:  
- disobedience  
- misconduct  
- other conduct that is prejudicial to the good order and management of the school. |
| 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. |

*Refer to departmental procedure *Safe, Supportive and Disciplined School Environment* for further details.

**Ensuring consistent responses to inappropriate or unacceptable behaviour**

At Red Hill Special School, staff members authorised to issue consequences for behaviour incidents are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to behaviour incidents across the school. Where practical, students also receive training about how to respond when other students display inappropriate or unacceptable behaviour.

Student disciplinary absences (suspension and exclusion) may be considered:
- in the event of a serious, one-off behaviour incident or
- after consideration has been given to all other responses.
6. Emergency situation or critical incident responses

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe unacceptable behaviour. This consistency ensures that actions taken are responsive to the safety and well-being of students and staff.

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 unacceptable behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety and well-being of the student or others is likely to be placed at serious risk.

Immediate Strategies

- Avoid escalating the unacceptable 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 situation or incident, 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.

Reinforcement and Correction Strategies

- 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 unacceptable behaviour then communicate with them about the expected school behaviour and identify consequences of continued unacceptable behaviour.

Follow Up Strategies

- Restore normal school operations as soon as possible.

- Provide post incident opportunities that include:
  - Assisting any distressed student/s to access appropriate support
  - Assisting the individual student to identify the sequence of events that led to the unacceptable behaviour

Physical Intervention

Staff may make legitimate the 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 Red Hill Special School staff demonstrate a duty of care to protect students and staff from foreseeable risks or injury. 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:

- property destruction
• 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 reduce the risk of harm to self or others
• 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 by either the class teacher or the Deputy Principal as an incident on OneSchool.

7. Network of student support
Students at Red Hill Special 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
• Advisory Visiting Teacher

Support is also available through the following government and community agencies:
• Queensland Health
• Queensland Police
• Department of Communities:
  • Disability Services Queensland
  • Child Safety Services
  • Child and Youth Mental Health

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.

Red Hill Special 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 information relevant to the students’ age, gender, disability, cultural background, socioeconomic situation, mental health and wellbeing, emotional state (such as individualised learning plan or individual education plan), and
• 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
  • receive adjustments appropriate to their learning and/or impairment needs
  • provide written or verbal statements that will be taken into consideration in the decision making processes
  • ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.
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
- Work Health and Safety Act 2011
- Work Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related 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
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses
- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
- Take a Stand Together

12. Endorsement

Principal

P&C President or Chair, School Council

Assistant Regional Director

Effective Date: ........................................ to ........................................