

Kruger State School

Responsible Behaviour Plan for Students

based on *The Code of School Behaviour*



The Code of
**School
Behaviour**

Better Behaviour
Better Learning

Revised 2017



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1. Purpose

Kruger 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.

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

2. Consultation and Data Review

This plan has been developed in collaboration with the school community. Aspects of this plan have been discussed with parents, staff and students in various forums during 2017.

A review of Kruger's important data-sets relating to attendance, unexplained absences, suspensions, exclusions and behaviour incidents, in addition to wider bullying and cyber-bullying data has been undertaken. Other inappropriate, online behaviour data including inappropriate use of mobile phones or other electronic devices has also informed the development process.

The Plan was endorsed by the Principal and the President of the Parents and Citizens' Association (P&C) in 2017, and will be reviewed in 2021 as required in legislation.

3. Learning and Behaviour Statement

All areas of Kruger State School are learning and teaching environments. Behaviour management is considered to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. Kruger's school-wide organisational and management framework is based on a school-wide approach to Positive Behaviour for Learning (PBL). This is further supported through the school's *Management and Operational Framework Folder (2017)*.

This Responsible Behaviour Plan outlines Kruger State School's Prevent Teach Reinforce (PTR) approach for teaching and scaffolding positive behaviours, preventing problem behaviours and responding to inappropriate and unacceptable behaviours. Prevent Teach Reinforce is a systematic, structured process for supporting primary aged students at all levels of functioning and can be used with students in general education classrooms as well as students with learning disabilities, intellectual disabilities, emotional and behaviour disorders, autism and other challenges of development, learning and behaviour. PTR is an evidence based approach and is an appropriate model of Positive Behaviour for Learning.

Through the school plan, shared expectations for student behaviour are accessible to everyone, assisting Kruger 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. The school community has identified the following expectations to teach and promote high standards of responsible behaviour:

- **Be Safe**
- **Be Respectful**
- **Best Effort**

These school expectations have been agreed upon and endorsed by all staff and the P&C; they align with the values, principles and expected standards outlined in Education Queensland's *Code of School Behaviour*.

4. Facilitating Standards of Positive Behaviour and Responding to Unacceptable Behaviour Processes

Communicating the Kruger Team expectations is a form of universal behaviour support – a strategy designed to prevent inappropriate behaviour and provide a framework for responding to unacceptable behaviour, for every student every day. The aforementioned school expectations have been elaborated into more specific behavioural expectations appropriate to each setting within the school. The school-wide *Kruger Team Expectations Teaching Matrix* (below) outlines these elaborations within each setting. Facilitating consistent standards of positive behaviour involves communicating those standards to all students. These expectations are communicated via a number of strategies in preventative, direct instruction and behavioural reinforcement systems. *Kruger Team Expectations Teaching Matrix*

	Everywhere	Classroom	Playground	Transition	Out of School
BE SAFE	<ul style="list-style-type: none"> • Right place at the right time • Use hands, feet and objects appropriately “Kind Hands, Rough Hands” • Follow the Expectations • Sit safely • Walk safely • Use ‘Stop, Walk, Talk’ • Stay in supervised areas 	<ul style="list-style-type: none"> • Move around the room safely • Keep table and chair legs on the floor “Four on the floor” 	<ul style="list-style-type: none"> • Take notice of what is happening around you • Wear a hat and sun-safe clothing • Walk on concrete 	<ul style="list-style-type: none"> • Use paths, when possible • Walk at a sensible pace 	<ul style="list-style-type: none"> • Follow road rules • Avoid danger - walk directly to and from school/car/bus
BEST EFFORT	<ul style="list-style-type: none"> • Be prepared for school activities • Have a go • Be brave • Set attainable goals • Ignore distractions 	<ul style="list-style-type: none"> • Take responsibility for your learning • Ask appropriate questions • Stay on task 	<ul style="list-style-type: none"> • Be a team player • Strive to improve 	<ul style="list-style-type: none"> • Avoid detours • Line up on bell • Stay in line 	<ul style="list-style-type: none"> • Represent the school with pride at all times
BE RESPECTFUL	<ul style="list-style-type: none"> • Follow adult instructions immediately • Listen to others • Speak politely • Use manners (please & thankyou) • Avoid disrupting others • Knock and wait before entering room 	<ul style="list-style-type: none"> • Help the teacher and peers when required or necessary • Use an inside voice (Spy Talk, Partner, Group or ClassTalk) 	<ul style="list-style-type: none"> • Show sportsmanship • Encourage others • Share facilities • Use toilets appropriately 	<ul style="list-style-type: none"> • Walk quietly and sensibly around school grounds • Wait patiently and quietly when lining-up for class, specialists or tuckshop. 	

Prevent

Kruger State School recognises the first response for supporting and reducing inappropriate behaviour is prevention. The following proactive and preventative processes and strategies are implemented to support student behaviour within the school community:

- The school community is made aware of these aspects of the Responsible Behaviour Plan through various means of communication including articles in the school newsletter and on Facebook, parent meetings, enrolment meetings, enrolment packages, parent handbook, school website, PBL posters, the school sign as well as school expectation and problem solving magnets for student homes. This enables parents to be actively and positively involved in school behaviour expectations and student engagement
- Staff have been given training and specific strategies in ensuring that inappropriate behaviour is kept small and manageable via the use of Active Supervision (as identified in the Playground Duty Policy (Appendix A)) and Essential Skills for Classroom Management (Appendix A). Active supervision strategies by staff during classroom and non-classroom activities ensure problems are managed effectively and efficiently (e.g. Scan Prompt Praise). Staff are always on duty – constantly moving and scanning when walking in the school environment. Staff may further support these approaches by providing transitional supports, environmental and setting event adjustments, curricula modifications and peer support to prevent the likelihood of inappropriate behaviour.
- All teaching staff comply with physical environment guidelines that outline the most appropriate organisation and layout of their classroom environment. Consistency is monitored through in-class checks. This system ensures appropriate spacing of furniture and equipment to maintain a safe environment and support transitions between activities. Additionally, students know where to find relevant behaviour and expectation information regardless of which classroom they are in.
- Consistent practice of classroom and non-classroom routines enables students to become familiar with the expected behaviours during transitions, group, pair or individual work, teaching rotations and the appropriate management of classroom materials
- The Positive Behaviour for Learning Professional Learning Team (PBLPLT) meets regularly to discuss and action pertinent school-based behaviour issues, analyse school data, develop specific programs, respond to challenges within the school and provide feedback to staff. The publishing and distribution of this information in regular PBL newsletters, the staffroom PBL wall and school intranet supports school-wide understanding and participation
- All staff model the school expectations including teaching, office, grounds, tuckshop, cleaning, administration and crossing supervisors
- Kruger State School's Student Council are an important component of the school community. Modelling of expectations by Student Council members to their peers occurs across all areas of the school in vignettes and/or posters that support the weekly behaviour lessons. The Student Council also support playtime clubs and supervised play modelling, supporting and acknowledging pro social behaviours in younger peers
- Kruger State School participates whole school themed days such as Bullying No Way! and Harmony Day

- There is ongoing development of visual reminders – murals – around the school grounds
- Administration conduct regular and frequent in-class visits
- School staff regularly reinforce and reward appropriate Kruger Team behaviours through a school acknowledgement system
- The school Chaplaincy Program can provide individual and group support to students
- All students irrespective of behavioural needs have the opportunity to participate in playtime clubs
- The implementation of specific policies address:
 - the use of personal property technology devices at school (Appendix B)
 - procedures for preventing and responding to incidents of bullying (including cyber-bullying and recording incidents for data collection) (Appendix B)
 - procedures regarding the use or possession of weapons including knives and any other items that could be considered a weapon in school (Appendix B)
 - procedures regarding the use of social media in school (Appendix B).
 - procedures regarding the implementation of various Behaviour Intervention Plans (Appendix C)

Teach

Kruger State School values the explicit teaching to students of the learning and social behaviours required for school. Opportunities for this include:

- Planned, school wide professional development delivered to both teaching and support staff throughout the year to build knowledge, understanding and practice of appropriate, evidence based behaviour management strategies
- A comprehensive staff induction program where new and returning staff members meet regularly and are informed about the school's Kruger Team Expectations, student, classroom and playground behaviour management practices
- Kruger State School's Ed Studio Page and PBL intranet pages contain a pool of resources available to teachers to support behaviour management including videos, lessons, teacher developed resources, readings, guidelines to parent contact and professional development notes
- Classroom visual resources including:
 - Kruger Team poster
 - Expectation posters
 - Teaching Expectation Matrix poster
 - Classroom behaviour posters
 - Traffic Light posters and process posters
 - Break space posters
 - Focus of the week posters
 - Use of Student Council in visual media
 - Gotcha displays and trackers
- Focused, weekly, school-wide PBL lessons where school expectations, pro-social behaviours and conflict resolution are explicitly taught to students. These lessons are

developed from ongoing and targeted data collection and analysis of student behaviour, hot spots, identified social skills, the *Australia Curriculum Social Emotional Capabilities* and other departmental directives. Students are also provided with booster sessions twice per year to ensure the teaching and learning of academic/social routines and procedures are demonstrated before engaging in academic learning. The learning from PBL behaviour lessons is reinforced at school assemblies and phase parades

All students are explicitly taught school-wide strategies to assist them de-escalating and reducing playground conflict. This ensures consistency in school wide PBL language and transference of skills across the school. These strategies are based around key defusing techniques and are known within the school as the *Stop, Walk, Talk Strategy* and *Big, Small, No Problem Reflection Tool* (see below).

Stop, Walk, Talk



STOP



WALK



TALK

1. STOP Stop what you are doing or tell the person to stop what they are doing
2. WALK Walk away from the incident. If you need to, find a teacher
3. TALK Talk or report to a teacher *RIGHT THERE, RIGHT THEN*

The short, sharp specific language and non-verbal hand signals provide students and teacher with clues that the behaviour that is currently occurring is unacceptable and may require support. Another key element of this strategy is Bystander Behaviour and how this language can support offenders to disengage from the inappropriate behaviours.

Big, Small, No Problem

Students are taught to review and reflect upon an incident and identify the points (actions, thoughts or behaviours) which aided in the escalation or de-escalation of that incident. This discussion is illustrated on a cline (see below) and provides a stimulus for self-reflection. Students are challenged to find ways in which they could have ensured a *No Problem* scenario prevailed thus understanding the impact of their own behaviour.

NO PROBLEM, SMALL PROBLEM, BIG PROBLEM

STUDENT NAME: _____ DATE: _____

NO PROBLEM

Small Problem

BIG PROBLEM

PLAN OF ACTION: Next time I need to.....

Reinforce

Responding to Appropriate Behaviour

At Kruger State School, communication of key messages about behaviour is supported through positive reinforcement, which provides students with feedback for engaging in expected school behaviour. A school-wide formal recognition and monitoring system has been developed for this. This reinforcement system 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 to students. Acknowledgements for positive behaviour are documented on OneSchool. Kruger State School engages with a number of tiered strategies for recognising and reinforcing students following the Kruger Team expectations.

Prep – Year 2 Positive Behaviour Acknowledgements

Parade/Admin	Phase Parade Certificates Pride of Kruger – Kruger Team Pride of Kruger – Academic	Super Gotchas Awesome Attendance Reward High Attender Reward
Playground	Gotchas	
Classroom	Early Birds/Teacher of the Day Class certificates/Positive notes home Gotchas Group Points	Whole Class Gotchas Whole Class Awards Supply Teacher Double Gotchas

Year 3 – Year 6 Positive Behaviour Acknowledgements

Parade/Admin	Phase Parade Certificates Pride of Kruger – Kruger Team Pride of Kruger – Academic Super Gotchas Deputy Stars(4/5 trial)	Deputy Awards – Super Stars Deputy Awards - Brilliant Bystanders Awesome Attendance Reward High Attender Reward
Playground	Gotchas	
Classroom	Early Birds/Teacher of the Day Class certificates/Positive notes home Gotchas Group Points	Whole Class Gotchas Whole Class Awards Supply Teacher Double Gotchas

School Wide Recognition

Each term ends in a Celebration Day event. Attendance to this event is based on each student achieving a pre-determined number of Gotchas and a behaviour record that shows no/few or significantly improved major behaviour incidents. Students who receive documented support for behaviour may have their Gotcha target or Celebration Day event adjusted to overcome possible barriers to attendance and ensure eligibility is accessible. Students are taught how to set goals and review their progress in preparation for whole school celebrations.

Celebration Day events are organised by year level and may include, but are not limited to:

- movie day
- discos
- themed activities from C2C units
- art workshops
- obstacle courses/game rotations
- on site amusement rides organised through the PBL committee

Gotcha Quantities Required for Celebration Day Attendance

Year Level	Term 1	Term 2	Term 3	Term 4
Prep	50	50	50	50
Years 1-6	50	75	75	75

Kruger State School’s Gotcha System

Gotchas are used to support and reward students’ positive behaviour in a consistent, school-wide system that involves all staff in the process. Gotchas are given to students meeting school expectations at a high or greatly improved level. When Gotchas are given, the behaviour being rewarded is explicitly stated and praised.

- Students earn Gotchas in both the classroom and playground for positive behaviours. They collect mini Gotcha tokens which accumulate and are tallied at different junctures
- For every 25 Gotchas earned, the student receives a certificate (school produced) which is given out during class time by the class teacher
- For every 25 Gotchas received, the student also receives one Super Gotcha ticket entry into a raffle that is drawn at either a phase, year level or whole school parade for a prize (e.g. redeemable tuckshop item)
- Students aim to collect 75 Gotchas (Prep - 50 Gotchas) per term to access the year level celebration day activities

Kruger Gotchas



Responding to Unacceptable Behaviour

Universal Support

If a student exhibits minor and infrequent problem behaviour, the first response of school staff members is to remind the student of the appropriate Kruger Team expectation, then monitor the student in using this direction/feedback, to act for example, more safely, more respectfully or with more effort. As part of the prevention process teachers can offer students the opportunity to practice this with teacher support, using the language “show me” to reinforce the students understanding of the expectation. By providing the students with an opportunity to understand the expectation and show their meaning (if required) students can reflect on their behaviour and how this aligns with school expectations.

Students may:

- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour
- describe the likely consequences if the problem behaviour continues
- identify what they will do to change their behaviour in line with expected school behaviour

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

At Kruger State School staff members authorised to issue consequences for behaviour incidents are provided with appropriate professional development and/or training. Through training activities, staff work to ensure consistent responses to behaviour incidents across the school.

Students also receive training about how to respond when other students display inappropriate or unacceptable behaviour. The courteous way to respond when a staff member redirects a student's behaviour is taught and rehearsed to reduce the impact of peer engagement in the behaviour incident.

Student's classroom behaviour is managed through the use of classroom of the Traffic Lights, Break Space and Buddy Class procedures (Appendix D).

Kruger Traffic Light System



An office referral form, the Orange Card, (Appendix D) is used to record all major problem behaviour in the classroom. Major Behaviour incidents in the playground are reported through Blue Cards (Appendix D). Both Orange and Blue Card incidences are recorded on OneSchool and typically require management beyond regular classroom and playground processes.

Orange Card Process

Orange Cards are written as promptly as possible after the major behaviour occurs and the student attends the Administration building to be seen by a member of Administration (or designated staff member). Typically, the orange card accompanies the student so that the responding staff member is informed about the incident details and can take any appropriate action.

The responding Deputy Principal sends a feedback sheet (Appendix D) to the referring teacher, stating the course of action required by the Deputy Principal and by the Teacher. When an orange action has been completed, the class teacher is responsible for phoning/contacting the parent on the same day. This requires a contact entry on One School and referral to the appropriate Deputy Principal attached to the year level. If a supply teacher writes an orange card, the Deputy Principal will phone/contact the parent, enter the incident on One School and provide notes for class teacher. Possible action may include but is not restricted to:

- Time out of the classroom
- Supervised work in the office
- Mediation with other students
- Reflection and debrief
- Organisation of restorative justice or community service
- Discussion with a parent
- Blue Room time or detention
- Suspension
- Exclusion
- Referral back to classroom processes and procedures

Blue Card Process

The Junior and Senior Blue Rooms operate daily during first and second break. Students referred to the Blue Room are provided with one-on-one or small group support by a teacher so that they can reflect upon and learn from their inappropriate playground behaviour.

Each student completes a reflection task (verbally or written) which helps them to recognise their inappropriate behaviour and understand why it is not acceptable at school. The Blue Room teacher may draw from a variety of resources according to the age, offence, competency, understanding, social, emotional or learning needs of the student. Discussion takes place to allow students to understand other choices they may have made ensuring that their time in the room is a learning experience. Students may be involved in mediation to resolve conflict and support their return to the playground or a social group.

All Blue Room referrals are recorded and monitored through One School and a school-based register to ensure appropriate support and/or attention can be provided to students with frequent or re-occurring playground referrals. This data is monitored and inform individual or group interventions and the ongoing planning of PBL lessons.

The number of times a student attends Blue Room for a single incident is dependent on the number of previous referrals (Appendix D) and at times, the severity of the offence. Students who receive documented behaviour or other significant support may have adjustments made to this process to ensure the Blue Room remains effective in its approach. In some individual cases, a student may receive multiple sessions for one offence in lieu of a more intrusive but possibly less effective consequence. Parents are informed of Blue Card referrals once a student has received three in one term and more targeted support is made available, if required.

In-School Referrals

Kruger State School has a referral system for students that display ongoing social and emotional or behaviour issues. 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.

Inclusive Services meets regularly to present in-school referrals, allocate case managers, determine key stakeholders and provide support regarding student behaviour and teacher management of that behaviour. Students may require either targeted or intensive behaviour support as an outcome of the referral system.

Targeted Behaviour and Learning support: Monitoring Programs (Tier Two Support)

Students identified as requiring monitoring programs attend their scheduled classes and activities with appropriate adjustments. They may also have increased daily opportunities to receive positive contact with adults, additional support from check-in/check-out processes and increased opportunities to receive positive reinforcement. Where required, substantial adjustments can be made to the student's academic support and learning activities. All adjustments will be documented on One School as a Personalised Learning Record (Behaviour).

The Kruger State School Tracker program is driven by the class teacher and leadership team with some assistance from parents. All staff members are provided with training in Tracker Monitoring Sheets (Appendix E). During this time teachers and leadership team members provide daily, session by session feedback to students and where negotiated, to parents about student progress and success. Each student receives a coloured folder to determine where their support needs are:

- Classroom Support
- Playground Support
- Group/Team Support

Whilst on a tracker, a student will be required to check-in at some or all of the following times:

- Beginning of school
- First break
- Second break
- End of school

During these check-in points, Deputy Principals, or identified members of the Team Around the Child (TAC) will support the student with reflections, behaviour reminders and problem solving strategies. Students are monitored daily and their progress is reviewed over either two or four week intervals. Student's whose behaviour does not improve at review, after participation in the Tracker Program, or whose previous behaviour indicates a need for specialised intervention, will be identified for an alternative, or possibly more intensive behaviour support system. Students who require targeted support and monitoring may also have access to:

- Supervised play
- External agency support
- Social skills groups
- Chaplaincy programs
- Prevent, Teach Reinforce support plans

- Risk Management Plans
- Escalation Response Plans
- Flexible Learning Plans

Intensive behaviour support (Tier Three Support)

Kruger State School is committed to educating all students, including those with the highest behavioural support needs. The school recognises that students with highly complex and challenging behaviours may need comprehensive systems of support around them that require regular meetings from a number of key stakeholders (known as the Team Around the Child – TAC). Stakeholder meetings are designed to provide a collaborative and comprehensive support structure around the student. For all complex case students a case manager is appointed to oversee and manage processes.

A stakeholder group will likely include parents/caregivers, classroom teachers, relevant specialist staff, a representative of the school's administration and individuals from outside agencies already working with the student and their family.

A Stakeholder group can:

- lead a Functional Behaviour Assessment for appropriate students
- work with staff to develop appropriate behaviour support strategies – specific to the identified behaviour function of the student
- monitor the impact of support through ongoing data collection
- make and suggest adjustments for the student and their learning
- work with the teachers and parents to achieve continuity and consistency
- identify and refer a student for further in-school assessment e.g. cognitive assessment
- identify and refer a student and their family to an external support agency that is deemed to be of benefit to the student

Some students display difficulty in responding positively to the range of behaviour management strategies that are practiced at a school or class level. In these instances, a specific, individualised behaviour plan may need to be developed. Individual plans are developed with parents, relevant stakeholders and in some cases, an entire stakeholder group for students who demonstrate repeated inappropriate or unacceptable behaviour. This provides a personal framework of positive behaviour expectations and actions. Additionally such plans enable staff to provide consistent strategies or adjustments across all learning environments. Many Behaviour Intervention Plans would fit within the standard format (Appendix C) but are not limited by this format as the support needs of each student are highly individualised. Other relevant formats include:

- Prevent Teach Reinforce Plans (Appendix C)
- Escalation Response Plans (Appendix C)
- Risk Management Plans (Appendix C)
- Negotiated Attendance Plans (Appendix C)
- Flexible Learning Plans (Appendix C)
- Safe Students Action Plan (Appendix C)

Relevant information about such plans to ensure full staff support and participation is communicated to the school via the school intranet, email, school PBL newsletter and pigeon-hole drops.

5. Consequences for Inappropriate or Unacceptable Behaviour

Kruger State 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. The school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

Minor and Major Behaviours

Kruger State School has developed a context specific, detailed list of what constitutes minor and major behaviour (Appendix G). 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 managed within the playground or classroom or are behaviours with no office intervention. 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 (Break Space), individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction process where a staff member takes the student aside and:
 1. names the behaviour that student is displaying
 2. asks student to name expected school behaviour
 3. states and explains expected school behaviour if necessary
 4. gives positive verbal acknowledgement for expected school behaviour.

Major behaviour incidents can no longer be managed within the playground or classroom or are behaviours that are considered for suspension. 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 state the behaviour and remind the student of expected school behaviour. A report of the student's behaviour is recorded on OneSchool. Major unacceptable behaviours may result in the following consequences:

- Level One: Time out, detention or Blue Room time, in-school community service (see Safe, Supportive and Disciplined School Environment procedure for guidelines), loss of privilege, restitution, warning regarding future consequence for repeated or persistent inappropriate behaviour

and/or

- Level Two: Parent contact, referral to Guidance Officer, referral for specialist behaviour services, suspension from school, behaviour improvement conditions.
- Level Three: Students who engage in serious unacceptable behaviours such as major violent physical assault or the use/supply or possession of weapons (including knives) or drugs may receive a School Disciplinary Absence (suspension or proposal/recommendation for exclusion) as a consequence of unacceptable behaviour.

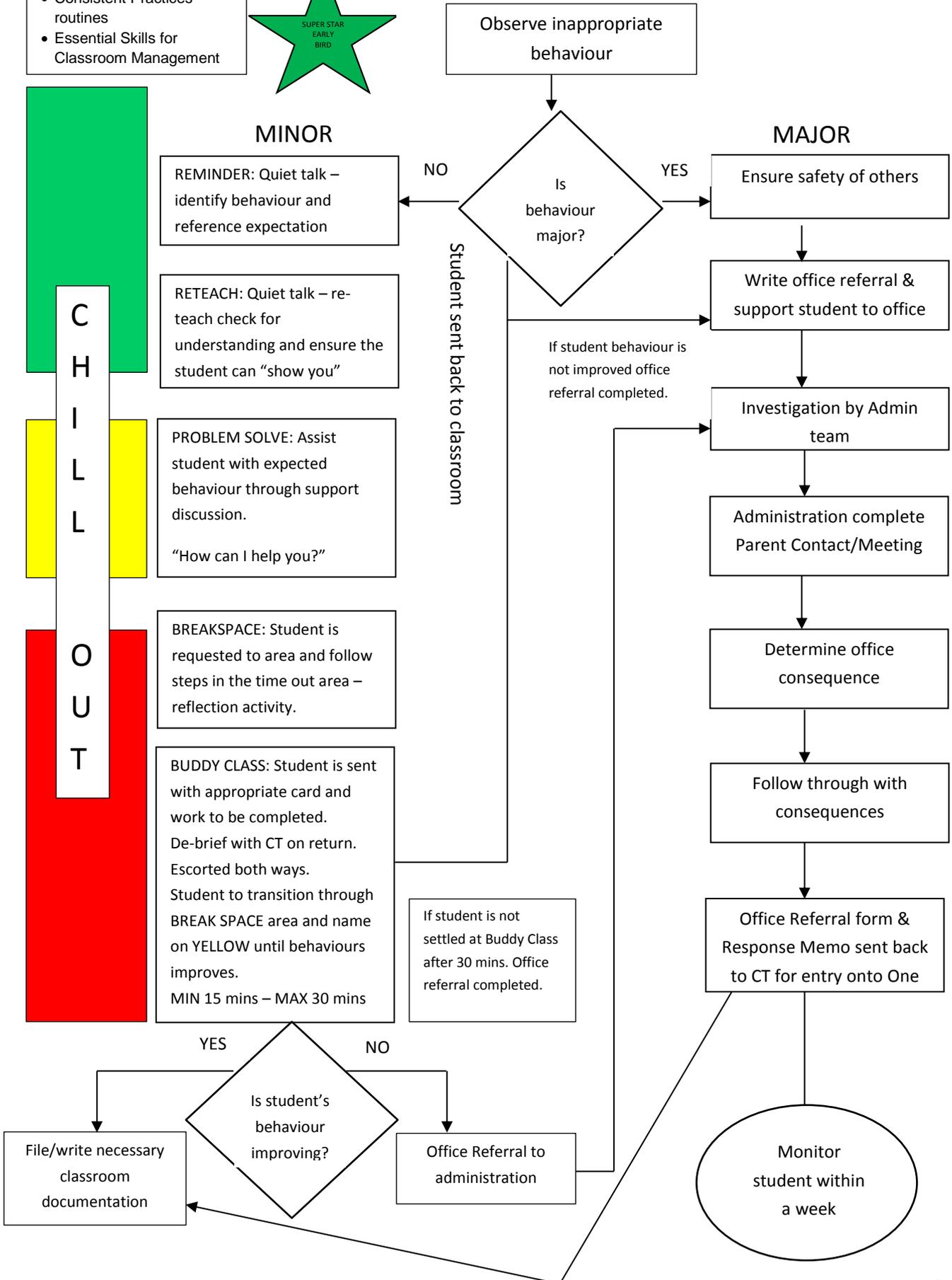
The following flowchart outlines the General Procedure for Dealing with Inappropriate Behaviours at Kruger State School.

Prevention:

- Active Supervision
- Explicit Teaching
- Physical Environment
- Consistent Practices routines
- Essential Skills for Classroom Management



Kruger State School – General Procedure for Dealing with Inappropriate Behaviours: CLASSROOM



Kruger State School – General Procedure for Dealing with Inappropriate Behaviours: PLAYGROUND

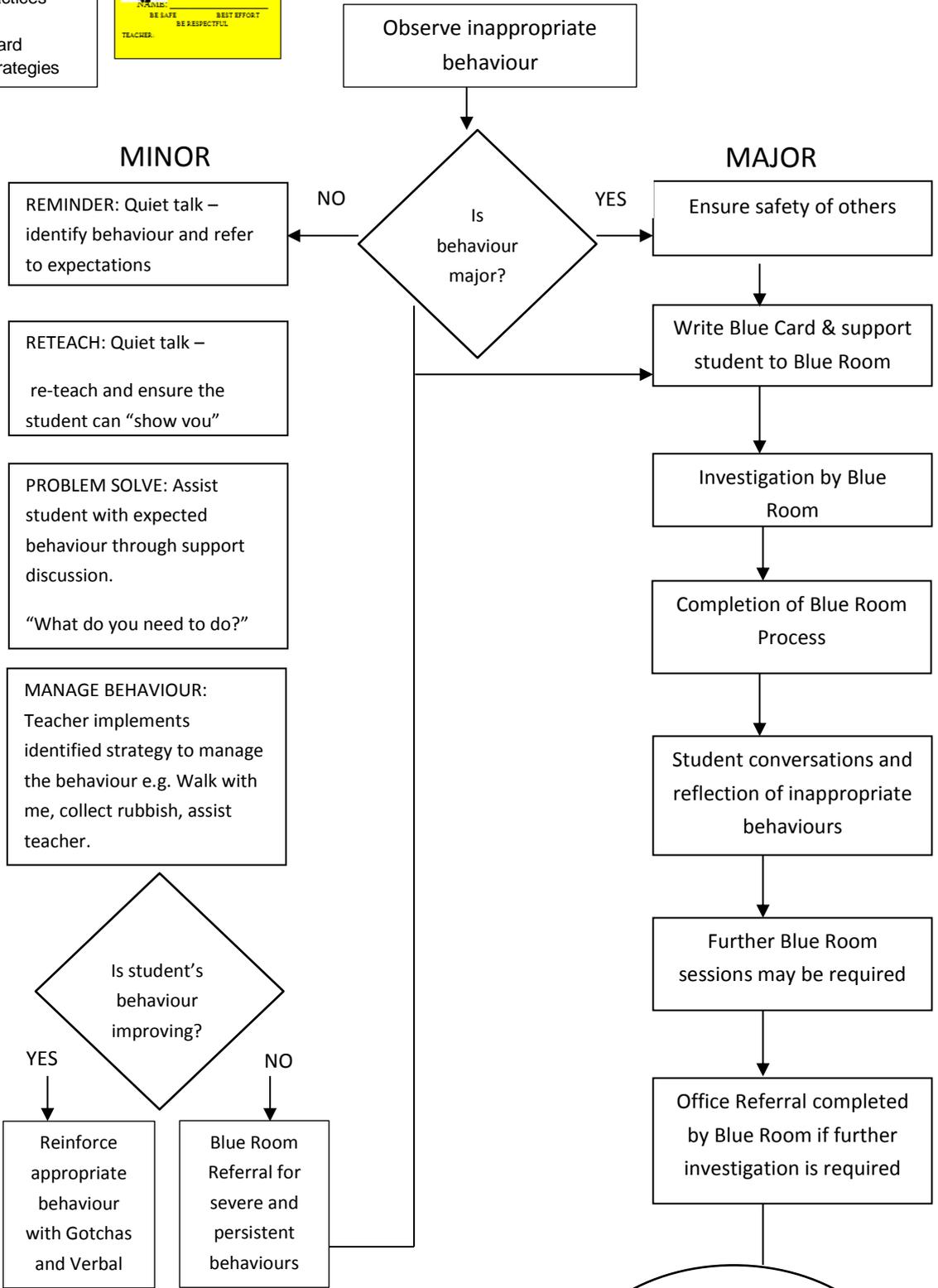
- Prevention:
- Active Supervision
 - Refer to expectations
 - Physical Environment
 - Consistent Practices routines
 - Kruger Blue Card Playground Strategies



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CHILL OUT:
Student is to walk with teacher and de-brief about situation.
5-10 MINS



BLUE ROOM: Student is informed that they have been given Blue Card for their inappropriate behaviour. Student goes directly to Blue Room. Card is given to Blue Room by teacher or another student. If card is written during transition, teacher ensures card goes to Blue Room for following break.

Student may be placed on Green Playground Tracker for further monitoring

Definition of Consequences*

Time out	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.
Break Space	In Break Space, a student will be sent to the designated area in the classroom to reflect on their inappropriate behaviour and then be given an opportunity to re-join class.
Buddy Class	A student may be sent to a Buddy Class, if they have already been to Break Space but their behaviour has not improved when they've re-joined the class.
Office	A student, who is sent to a deputy from the classroom with an "Orange Card", can have time-out in the office as part of his/her consequence.
Detention	A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations. A detention is no more than 20 minutes during school lunch or 30 minutes after school (parent will be contacted before after school detention is imposed).
Blue Room	A student may have a Blue Room session for major, inappropriate behaviour during lunch breaks.
Temporary Removal of Property	A principal or staff member of Kruger State School has the power to temporarily remove property from a student, as per the procedure Temporary Removal of Student Property by School Staff .

School Disciplinary Absences (SDA)	
Suspension	A principal may suspend a student from school under the following circumstances: <ul style="list-style-type: none"> ▪ disobedience by the student ▪ misconduct by the student ▪ other conduct that is prejudicial to the good order and management of the school.
Behaviour Improvement Condition	A principal may impose a behaviour improvement condition if the principal is reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour. <i>A Behaviour Improvement Condition</i> requires the student to undertake a behaviour management program arranged by the school's principal. The program must be: <ul style="list-style-type: none"> ▪ reasonably appropriate to the challenging behaviour ▪ conducted by an appropriately qualified person ▪ designed to help the student not to re-engage in the challenging behaviour ▪ no longer than three months.
Proposed exclusion or recommended exclusion	A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons: <ul style="list-style-type: none"> ▪ disobedience ▪ misconduct ▪ other conduct that is prejudicial to the good order and management of the school, or ▪ breach of Behaviour Improvement Conditions.
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.

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 (and others) is likely to be placed at serious risk.

All staff are trained in Kruger's Escalation Response Cycle (Appendix G) supporting them in identifying the stages of escalation and the appropriate responses for each stage.

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 remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.
- Behaviour that becomes increasingly escalated requires more direct and less wordy redirection (as per the Escalation Response Cycle)

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, e.g. Guidance Officer.
 - Assisting the individual student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.
 - Recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.

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 Kruger State School's staff demonstrate a duty of care to protect students and staff from foreseeable risks of 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 or using open palms on their shoulders, 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. The following records must be maintained:

- OneSchool Incident Report
- Student Record of Incident (Appendix G).

Formal debriefing

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:

- reverse or minimise the negative effects of physical intervention;
- prevent the future use of physical intervention; and/or
- address organisational problems and make appropriate changes.

For students who have language or communication difficulties the debriefing process will need to be modified to accommodate their specific receptive and expressive needs.

Specific, guiding questions (Appendix G) are used in a debriefing process. Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).

7. Network of Student Support

Students at Kruger State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers
- Support Staff
- Administration Staff
- Inclusive Services
- Guidance Officer
- Advisory Visiting Teachers
- Senior Guidance Officer
- 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)
- Queensland Police Service

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.

Kruger State School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account information relevant to the students' age, gender, disability, cultural background, mental health and wellbeing, emotional state (such as individualised learning 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](#)
- [The Code of School Behaviour](#)
- [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](#)
- [Temporary Removal of Student Property by School Staff](#)

11. Some Related Resources

- [Schoolwide Positive Behaviour for Learning](#)
- [Code of Conduct for School Students Travelling on Buses](#)
- [National Safe Schools Framework](#)
- [National Safe Schools Framework Resource Manual](#)
- [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

Effective Date: 1st December, 2017 to 1st December, 2021

