



ASPIRE - LEARN - ACHIEVE

“Pathways to success”

Responsible Behaviour Plan for Students

based on *The Code of School Behaviour*

February 2018

Bentley Park College Responsible Behaviour Plan for Students

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The Code of
**School
Behaviour**
Better Behaviour
Better Learning



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Better Learning

1. Purpose

Bentley Park College is committed to providing a safe, respectful and disciplined learning environment for students and staff, where all students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing to ensure every student succeeds.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to inappropriate behaviours. Through our college plan shared expectations for student behaviour are explicit, assisting Bentley Park College 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.

2. Consultation and data review

Bentley Park College has developed this plan in collaboration with the Middle Management Positive Behaviour for Learning team and our school community. The consultation process included surveys and input from all staff, PBL sector teams and P&C.

A review of the following important data sets for this school relating to attendance, absenteeism and unexplained absences, school disciplinary absences, cancellations, exclusions, behaviour incidents and positive behaviours also informs the ongoing development process. This is informed through annual SET surveys as part of our Positive Behaviours for Learning processes, recent feedback from the School Improvement Unit, and collaboration and feedback from FNQ Regional PBL Coach.

This plan was endorsed by the Principal, the President of the Parents' and Citizens' Association (P&C) and Regional Director in February 2018

3. Learning and behaviour statement

All areas of Bentley Park College are learning and teaching environments. A whole-of-college approach is utilised which uses data for decision making and is underpinned by an instructional approach to discipline.

We consider the behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs. Our school-wide framework for managing positive behaviour is Positive Behaviours for Learning.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Bentley Park College 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 school rules to teach and promote our high standards of responsible behaviour:

1. Be a Learner
2. Be Respectful
3. Be safe
4. Be responsible for your own behaviour
5. Be in the Right Place at the Right Time

It is expected that students' behaviour in the wider community reflects our college mission and values:

Our Mission is: To create a safe, respectful, responsible community of learners

At Bentley Park College we value:

- Learning
- Cooperation and Teamwork
- Individual Difference
- Personal effort
- Personal best

Our school rules 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 Department of Education and Training (DET) Code of School Behaviour.

College Values, Rights and Responsibilities

A set of rights and expectations centred on the college's four key values – learning, respect, safety and responsibility – are outlined on the following page.

Scope

The scope of the Principal to apply consequences for inappropriate conduct has been broadened.

Education (General Provisions) Act 2006 Amendment 2013

"To remove any doubt, it is declared that conduct may be a ground for suspension even if the conduct does not happen on school premises or during school hours."

Please note that conduct occurring outside school and outside school hours will be considered on an individual basis to determine what if any consequences will be applied. Judgements will be made based on the impact or potential impact of the behaviour on the school and its community.

Students

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	Have the right to:	Are expected to:	Through the following actions:
Learning	<ul style="list-style-type: none"> Participate in lessons which are well prepared and which cater for their learning needs Learn without interruption Receive support which enables them to work to the best of their ability 	<ul style="list-style-type: none"> Participate in the learning program Allow other students to participate in the learning program Allow the teacher to deliver lessons uninterrupted 	<ul style="list-style-type: none"> Attending school and all classes consistently Having a positive 'can do' attitude Being on time Being prepared for class with appropriate equipment, having been to the toilet and getting a drink Listening to learn Staying on task Completing class work, homework and assessment to the best of their ability Behaving appropriately Maintaining appropriate noise levels Seeking and accepting assistance as required Setting goals for achievement Challenging themselves to learn new things Complying with routines Managing their time
Respect	<ul style="list-style-type: none"> Be treated with courtesy by other students and staff Be respected as an individual and accepted as part of the class / school community Be proud to be a Bentley Park College student Have their property respected Work and play in a clean environment 	<ul style="list-style-type: none"> Treat other students, staff and members of the community courteously and fairly at school and when wearing the college uniform in the community Show respect for their own person Represent the college with pride Respect the property of others and the school Assist in the maintenance of a clean environment 	<ul style="list-style-type: none"> Following instructions given by staff Being cooperative (use the Friendly Five – P-6), sharing and taking turns Showing good sportsmanship Being patient, tolerant and using manners Treating others equally and with respect regardless of race, religion, sexuality, disability or other individual differences Notifying staff of harassment of self or others Complying with the Electronic Devices Policy Complying with the IT Acceptable Use Policy Expressing themselves using appropriate language and gestures Being proud of achievements Presenting themselves in a manner that displays pride in themselves and the college by wearing the correct uniform Using other's and the school's property with permission and care, and ensuring that property is returned to its rightful owner / place. Ensuring classrooms and the school grounds are kept litter, gum and graffiti free
Safety	<ul style="list-style-type: none"> Learn and play in a safe, clean and ordered environment Participate in activities that are safe Be informed of safety procedures 	<ul style="list-style-type: none"> Conduct themselves in a manner that ensures their personal safety and the safety of others around them Assist in the maintenance of a safe environment Understand and follow safety procedures including Workplace Health and Safety Guidelines 	<ul style="list-style-type: none"> Keeping hands and feet to themselves and maintaining personal space Moving appropriately around the classroom and school grounds Walking bikes and scooters through school grounds and wearing a helmet when riding to or from school Participating in school approved games Staying in areas designated for their year level Keeping bags outside classrooms Following teacher directions immediately Staying in school grounds during school time Reporting unsafe activities or safety hazards Not bringing or using prohibited, illegal or dangerous items or substances to school Wearing appropriate footwear, jewellery and sun protection including a hat when outside Using equipment in the correct manner Signing in when late and signing out when leaving early Being aware of evacuation and lock down procedures Following road rules and using pedestrian crossings
Responsibility	<ul style="list-style-type: none"> To be acknowledged for their positive contributions to Bentley Park College 	<ul style="list-style-type: none"> Think for themselves and make good choices Accept responsibility for actions Look out for younger students Abide by the college policies and rules 	<ul style="list-style-type: none"> Making appropriate decisions that ensure learning, respect and safety are maintained Focussing on their own work and behaviours Being truthful and accepting consequences of actions Providing their ID card on request Ensuring the safety of younger students Modelling appropriate behaviour Fulfilling the expectations outlined in the Responsible Behaviour Plan

Parents / Carers

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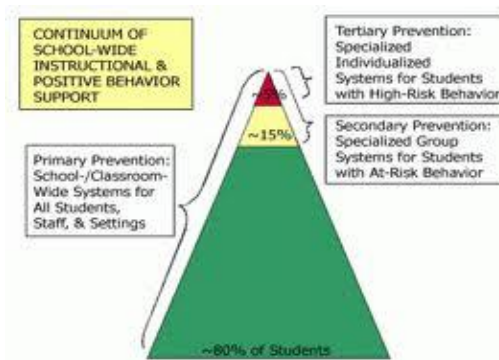
	Have the right to:	Are expected to:	Through the following actions:
Learning	<ul style="list-style-type: none"> • Have their child achieve their best as a result of quality curriculum and pedagogy • Have their child receive support to assist them in their academic and personal development • Be advised about their child's academic progress 	<ul style="list-style-type: none"> • Support and encourage their child to achieve their best possible result 	<ul style="list-style-type: none"> • Ensuring their child attends school regularly with lunch and the necessary equipment / books • Expecting their child to behave appropriately in class • Assisting their child to set realistic goals and work together to monitor progress towards these goals • Encouraging their child to be proud of their achievements • Taking an active and supportive interest in their child's education, including supervision of homework and assignment work • Providing a quiet study area at home • Making staff aware of personal circumstances that will impact on learning in the short or long term
Respect	<ul style="list-style-type: none"> • Know that their child will be treated with courtesy and respect as an individual by staff and other students • Have their concerns listened to • Be proud to be affiliated with the college • Have their child's property respected 	<ul style="list-style-type: none"> • Act in a fair and respectful manner • Encourage courteous and respectful treatment of staff and other students • Listen to teacher's concerns about their child • Encourage their child to show pride in the college • Ensuring their child respects school property 	<ul style="list-style-type: none"> • Modelling respect when talking to / about staff and other students • Teaching their child to understand and appreciate individual differences • Expecting their child to demonstrate patience, tolerance and manners • Contacting teachers by email or phone about concerns before problems escalate and arranging a meeting time if necessary • Being calm, rational and courteous when angry or upset about an issue related to their child at school including their child's academic progress, relationships with others and consequences for inappropriate actions • Working productively with teachers to resolve issues • Ensuring their child displays pride in themselves and the college by wearing the correct uniform • Speaking positively about the college with others • Teaching and enforcing rights of ownership at home
Safety	<ul style="list-style-type: none"> • Have their child learn and play in a safe, clean and ordered environment which is conducive to learning 	<ul style="list-style-type: none"> • Assist in the maintenance of a safe environment which is conducive to learning 	<ul style="list-style-type: none"> • Reporting unsafe activities or safety hazards • Not allowing their child to bring prohibited, illegal or dangerous items or substances to school • Ensuring their child wears appropriate footwear, jewellery and sun protection including a hat when outside • Notifying the school of bullying / harassment • Teaching and enforcing safe behaviour at home
Responsibility	<ul style="list-style-type: none"> • Be informed of school policies and expectations • Participate in decision making in relation to their child's education 	<ul style="list-style-type: none"> • Be familiar with and actively support the L Plate expectations and key school policies • Be actively involved in the school 	<ul style="list-style-type: none"> • Reading key policies and documents when enrolling their child and when updates are provided • Reading the college newsletter • Accepting and assisting in the reinforcement of policies and expectations • Attending school functions such as parent-teacher interviews • Being actively involved in the school's Parents and Citizens Committee

Staff

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	Have the right to:	Are expected to:	Through the following actions:
Learning	<ul style="list-style-type: none"> • Deliver learning programs with minimal disruption • Teach without interruption • Receive support to enable them to do their job to the best of their ability 	<ul style="list-style-type: none"> • Be prepared for all lessons and teach quality and engaging curriculum through the use of effective pedagogical practices • Take responsibility for student engagement and achievement • Manage behaviours consistently and effectively to ensure learning occurs for all students • Engage in professional development • Discuss concerns with their line manager 	<ul style="list-style-type: none"> • Analysing relevant data to identify the skills / knowledge students lack • Differentiating learning for individuals • Using productive pedagogies explicit teaching • Embracing the mantras “All students can achieve” and “Every child matters every day” • Ensure students stay on task and engaged, working to the best of their ability • Supporting students to enable them to work to the best of their ability • Encouraging regular attendance • Following the <i>Responsible Behaviour Plan</i> • Enforcing school policies including the <i>Electronic Devices Policy</i> • Using Essential Skills for Classroom Management to manage problem behaviours • Explicitly stating expectations identified in the <i>Responsible Behaviour Plan</i> and subject-specific expectations and display these in the classroom • Explicitly teaching expected behaviours • Acknowledging and rewarding positive behaviours • Actively seeking professional development in areas where they feel skills / knowledge are required • Meeting regularly with their line manager
Respect	<ul style="list-style-type: none"> • Be treated with courtesy and respect by students and other staff members • Have their property respected • Be proud to be affiliated with the college 	<ul style="list-style-type: none"> • Act in a fair and respectful manner when working with students and other staff members • Encourage respectful relationships between students • Ensuring students respect school property • Encourage students to show pride in the college 	<ul style="list-style-type: none"> • Acting in a professional manner at all times • Modelling and encouraging fair and respectful treatment of students and other staff members • Treating students equally and without prejudice • Building a sense of community and identity within classes • Not tolerating bullying or harassment • Discouraging and reporting behaviour that may be construed as harassment or bullying • Treating all complaints of harassment or bullying seriously • Teaching and enforcing rights of ownership in the classroom • Carefully monitoring students' use of personal and school property • Speaking positively about the college with others
Safety	<ul style="list-style-type: none"> • Work in a safe, clean and ordered environment • Be informed of safety procedures 	<ul style="list-style-type: none"> • Work with others to create a clean and safe work / learning environment • Understand and follow safety procedures 	<ul style="list-style-type: none"> • Assisting in the maintenance of a clean and safe environment • Organising activities to minimise / eliminate risk to ensure student and teacher safety and completing relevant documentation • Conducting themselves in a manner that ensures their personal safety and the safety of others • Reading <i>Curriculum Activity Risk Assessments</i> for activities they are involved in and reporting concerns that have not been addressed in the documentation • Implementing workplace health and safety procedures / guidelines • Wearing appropriate footwear and clothing, including sun protection
Responsibility	<ul style="list-style-type: none"> • Participate in decision making at the school level 	<ul style="list-style-type: none"> • Contribute to decision making in the school 	<ul style="list-style-type: none"> • Attending and actively participating in staff meetings and committee meetings • Meeting regularly with line managers and providing feedback on the direction of the college

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



Bentley Park College has developed a school-wide behaviour plan collaboratively with the school community and undertake regular review. This is informed by The Statement of Expectations for a Disciplined School Environment:

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Universal Behaviour Support

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

A set of behavioural expectations in specific settings has been attached to each of our five school rules. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings. The matrix is updated each term with consideration to Behaviour data. Eg:

2018 TERM 1 TIMETABLE FOR TEACHING AND REWARDING BEHAVIOURS P - 12		
Week	L-Plate Expectation	Ideas for teaching
Week 1	All 5 Rules	<ul style="list-style-type: none"> Be a Learner Be Respectful Be Safe <ul style="list-style-type: none"> Be Responsible for your Behaviour Be in the Right Place at the Right Time
Catch Cry: READY TO LEARN		
Week 2/3	Be A Learner	<ul style="list-style-type: none"> Be at school everyday Have all equipment ready to start the year Use whole body listening <ul style="list-style-type: none"> Follow the lesson structure Start learning straight away Attempt all work to the best of your ability Follow the 'One Voice' policy
Catch Cry: THINK BEFORE YOU SPEAK		
Week 4/5	Be Respectful	<ul style="list-style-type: none"> Wear the correct uniform at all times Be polite and truthful at all times Speaking obscenity and insult free Treating others equally <ul style="list-style-type: none"> Always use your manners Follow the college rules Follow instructions immediately Accept correction politely
Catch Cry: OWN YOUR BEHAVIOUR		
Week 6/7	Be responsible for your behaviour	<ul style="list-style-type: none"> Accepting the outcomes of your actions Follow class routines Comply to our college policies <ul style="list-style-type: none"> Look after your belongings Clean up after yourself Using technology appropriately
Catch Cry: THINK BEFORE YOU ACT		
HANDS AND FEET TO YOURSELF		
Week 8/9	Be Safe	<ul style="list-style-type: none"> National Say No to Bullying – Friday 16 March 2018 You tube clip Keep your hands and feet to yourself Wear a hat during breaks Use classroom appropriately <ul style="list-style-type: none"> Play be the rules Use the friendly 5 Not in engaging in fighting or threatening behaviour
Catch Cry: RIGHT PLACE RIGHT TIME		
Week 10	Be in the right place at the right Time	<ul style="list-style-type: none"> Being at school on time every day Enter the school through the correct gates Being on time for every lesson <ul style="list-style-type: none"> Play in the right areas Remaining in class the whole time

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

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons at School Assemblies and during active supervision by staff during classroom and non-classroom activities.

Bentley Park College implements the following proactive and preventative processes and strategies to support student behaviour:

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Behaviour Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Bentley Park College's Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

Specific policies have been developed to address:

- The Use of Personal Technology Devices at School (Appendix 1);
- Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2); and
- Appropriate Use of Social Media (Appendix 3).

Reinforcing expected school behaviour

At Bentley Park College, 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 across each sector. 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.

Bentley Park College implements the following proactive and preventative processes and strategies to support student behaviour:

College Wide	<ul style="list-style-type: none"> • Regular reference to and reinforcement of the school values through the display of the L Plate in classrooms, in the school grounds and at parades • Celebration activities – year level or whole school acknowledgement <ul style="list-style-type: none"> - Verbal praise - Success Tickets Awards - Bentley Bucks - Crusader Cash - Positive Postcards - Attendance Awards - Good Standing - End of year awards ceremony, presentation night - End of year rewards activities - Public display of work • Orientation in the Responsible Behaviour Plan for Students delivered to new staff and professional development opportunities to enhance pedagogical and behaviour management skills • Development of specific policies and programs to explicitly communicate expectations to students, staff and the community: <ul style="list-style-type: none"> - P-6 Responsible Thinking Room Policy - 7-12 SEC (Student Engagement Centre) - MindUp - Student Diary (7-12) - Anti-Bullying Policy - Attendance Policy - JCE and QCE programs (7-9, 10–12) - Uniform Policy - Homework Policy
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	<ul style="list-style-type: none"> - Assessment Policy - Good Standing Policy - I.T. Acceptable Use Policy - Electronic Devices Policy
Classroom	<ul style="list-style-type: none"> • A focus on effective and explicit teaching and learning and relevant and engaging curriculum • Explicit teaching of expectations and appropriate behaviour • Teachers using Essential Skills for Classroom Management (ESCMs) to manage the learning environment • Positive reinforcement of appropriate behaviours through positive language and individual class rewards systems
Non-classroom	<ul style="list-style-type: none"> • Leadership and citizenship development activities for students • Extra-curricular activities • Sporting activities • Nationally recognised competitions
Student	<ul style="list-style-type: none"> • Orientation in the Responsible Behaviour Plan for Students delivered to new students • Working with and encouraging students to become responsible for their own behaviours • Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings • Mentoring programs • Personal development programs for small groups of students
Family	<ul style="list-style-type: none"> • Establishing and maintaining productive relationships with parents / carers to celebrate student success and seek assistance and cooperation in resolving issues with students if the need arises • Regular articles in school newsletters, enabling parents / carers to be actively and positively informed • Opportunities for parents to discuss academic achievement and school behaviour expectations

Targeted behaviour support

In our setting, approximately 10 to 15% of students may occasionally need additional targeted support, specific adjustments or program intervention. Targeted support is typically delivered in small groups to the identified population.

Students who require targeted support is determined through the use of:

- Data to accurately identify students requiring targeted support (OneSchool, IDAttend, mid and end of semester report results)
- Use of Student Support Services referral process for teachers to identify students requiring intervention

Once identified, strategies used to support students and realign their behaviour includes:

- Developing a plan in conjunction with student and parents –
- Consulting with school-based specialists including the Student Support Services team and / or staff from the Special Education Program
- Consulting with external agencies
- Involving the student in targeted support programs – social skilling and other personal development programs
- Using data for goal setting and monitoring improvement
- Making adjustments as required to address individual students' needs
- Adult mentoring (check in/check out)

Intensive behaviour support

Approximately 2 to 5% of students may need more intensive support and/or flexible learning options to assist them to continue their learning. These are typically individualised interventions for students with highly complex and challenging behaviours. Bentley Park College is committed to educating all students, including those with high behavioural support needs. Individual Behaviour management Plans with regular review mechanisms are used in these instances. Case Management support is delivered individually. (Case Management can be inclusive of Individual Behaviour Plan, Crisis Plan, Individual Learning Plans, Communication Book)

Students identified as needing intensive behaviour support will be referred to the Student Support Services Team. The Student Support Services Team:

- Reviews the referral by collecting and examining relevant data
- Works with other staff members to develop appropriate support strategies
- Makes adjustments to the student's educational program as required
- Explores alternative education / work pathways that would be better suited to the student
- Monitors and reviews the impact of support for individual students through continuous data collection
- Works with the student to address the various underlying issues that resulted in the major behaviour incident.

In more complex cases, a Stakeholders meeting will take place which can include a case manager being appointed who then contacts relevant staff members (such as the Guidance Officer, Year Coordinator, School-Based Youth Health Nurse, Youth Support Coordinator, Community Education Counsellor, Engagement Officer and class teachers) to form a focused team around the student. In many cases the support team also includes individuals from other agencies already working with the student and their families.

Where students have identified Special Educational Needs, support and intervention can be accessed from the Special Education Program (SEP). Students with Special Educational Needs are assigned a case manager who can be contacted for advice or support in writing specialised support programs. Bentley Park College follows Department of Education and Training policies for inclusive education. Whilst being mindful of the individual differences of students with Special Educational Needs, staff must ensure that they are accepted and encouraged to be part of the whole school.

Responding to inappropriate behaviour

1. Re-directing low-level and infrequent problem behaviour

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations.

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully or more responsibly. 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.

2. Targeted behaviour support: Student Services

Each year a small number of students at Bentley Park College are identified through our data as needing a little bit extra in the way of targeted behavioural support. In most cases, the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

Students involved in the Student Services program/s attend their normal scheduled classes and activities with appropriate adjustments if required. However they have increased daily opportunities to receive positive contact with adults, additional support from check-in/check-out coaches and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the Program through academic support, adult mentoring or intensive social skills training.

The Student Services programs are coordinated by a school-based team with active administrator support and staff involvement. All staff members are provided with continuous professional development consisting of an overview of the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported.

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

3. Behaviour Support Team

Bentley Park College is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The Student Support Services *Team*:

- facilitates a Functional Behaviour Assessment for appropriate students;
- works with other staff members to develop appropriate behaviour support strategies;
- monitors the impact of support for individual students through ongoing data collection;
- makes adjustments as required for the student; and
- works with the P-12 Middle Management Team PB4L to achieve continuity and consistency.

The *Student Support Services 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 regional behavioural support staff.

When responding to inappropriate behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- Articulate the relevant expected school behaviour – use the L Plate expectations / 5 BPC Rules
- Explain how their behaviour differs from expected school behaviour
- Describe the likely consequences if the problem behaviour continues
- Identify what they will do to bring their behaviour in line with expected school behaviour.

Should the problem behaviour be repeated, the staff member need not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Levels of inappropriate behaviour

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

Minor incidences

Minor incidences are those that:

- Are minor breaches of the L plate expectations/5 Rules
- Do not seriously harm others or cause suspicion 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 problem behaviours
- Do not require involvement of specialist support staff or Executive.

Minor problem behaviour is managed by staff members at the time it happens. When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to:

- Remind the student of expected school behaviour
- Ask them to change their behaviour so that it aligns with the expectations of the L Plate.

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.

This level of intervention involves teachers:

- Using Essential Skills for Classroom Management (ESCMs)
- Working with students to rectify low level misbehaviours quickly and locally
- Using strategies to deescalate the situation
- Building towards student responsibility through processes including the responsible thinking approach
- Re-directing behaviour by taking the student aside and:
 - Naming the behaviour that student is displaying,
 - Asking the student to identify the expected school behaviour,
 - Stating and explaining expected school behaviour if necessary,
 - Giving positive verbal acknowledgement for expected school behaviour.
- Enacting natural consequences for infringements that are logically connected to the problem behaviour, for example:
 - Short detention after class to finish work, clean up the room
 - Removal from activity for a specified time (e.g. student continues work in buddy class - P-6)
 - Apology
 - Restitution
- Contacting parents / carers to raise concerns and seek support early before they escalate. Contacts will be recorded in OneSchool
- Using strategies to appropriately manage students based on the knowledge of their individual needs and referring to support services for advice
- Reflecting on the effectiveness of their classroom / pedagogical practices

Repeated minor incidences

Repeated minor incidences are behaviours normally addressed as close to the problem as possible but when all strategies above have been employed and the problem behaviour violates the rights of other students and staff members. In these cases the student may be referred to:

- A buddy classroom for time out
- The respective Head of Department for further intervention

Students with repeated minor incidences for uniform and lateness will be referred to the Year Coordinator for follow-up.

Repeated minor incidences and actions taken will be recorded on OneSchool.

Major incidences

Major incidences are those that are very serious in nature and require immediate referral to the Responsible Behaviour Officer, if the RBO is unavailable the referral is dealt with by the HOD Junior/HOD Senior as they:

- Significantly violate the rights of others
- Put others / self at risk of harm
- Are persistent, repeated minor incidences that have been referred to Executive by the Head of Department

When a major incident occurs, the staff member:

- Calmly states the major problem behaviour
- Reminds the student of expected school behaviour
- Escorts the student to the College Administration building or sends a messenger to the College Administration building to get immediate support (in some instances the student may be escorted by other students)
- Provides information to RBO/HOD Jnr/Snr HOD (out of class pass or phone call)
- Completes a OneSchool incident report and refers to the RBO and/or Deputy Principal as soon as possible after the incident

The RBO and/or Deputy Principal managing the major behaviour incident discusses the problem with the student and parent / carer and enacts appropriate consequences. Student Disciplinary Absences are considered under the range of available consequences once consideration has been given to all other responses. The RBO and/or Deputy Principal may also refer the student to the Student Support Services Team.

5. Consequences for inappropriate behaviour

Bentley Park College makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our college seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. Minor behaviours are addressed through proactive use of ESCMs. A behaviour referral form is then used to record minor and major problem behaviour. The recording of three minor behaviours constitutes a major behaviour.

Minor and major behaviours

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

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

Minor 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 problem behaviours; and
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

- a minor consequence that is logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction procedure. The staff member takes the student aside and:
 1. names the behaviour that the student is displaying;
 2. asks the student to name expected school behaviour;
 3. states and explains expected school behaviour if necessary; and
 4. gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:

- significantly violate the rights of others;
- put others / self at risk of harm; and
- require the involvement of school Administration.

Major behaviours result in an immediate referral to Administration because of their seriousness.

When major problem behaviour occurs, staff members calmly state the major problem behaviour to

the student and remind them of the expected school behaviour. The staff member then completes the behaviour referral form and escorts the student to Administration.

Major problem behaviours may result in the following consequences and supports:

- **Level One:** Parent contact, removal to withdrawal room (eg RTC and SEC), lunchtime detentions, loss of good standing, restitution, warning regarding future consequence for repeated offence, referral to Behaviour Support Program;
- **Level Two:** Parent Contact, referral to Guidance Officer, referral to Student Services Support Team, suspension from school: and/or
- **Level Three:** Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension

Natural Consequences, Punishments and Logical Consequences

Adapted from the work of Peter Miles (*If You Can't Beat Them, Teach Them*)

The following table outlines examples of minor and major problem behaviours:

	Area	Minor	Major
1. Be a Learner	Classroom / Non classroom	<ul style="list-style-type: none"> • Calling out • Excessive and unnecessary talking • Inappropriate noises • Out of seat, moving around room • Encouraging other students to misbehave • Refusing to participate 	<ul style="list-style-type: none"> • Persistent and wilful disobedience – ongoing minor behaviour problems even after intervention from teacher, parent/carer, and HOD on multiple occasions, eg. Behaviour that prevents the teacher from teaching and other students from learning
2. Be Respectful	Language (including while online)	<ul style="list-style-type: none"> • Inappropriate language (written/verbal) • Calling out • Poor attitude • Disrespectful tone 	<ul style="list-style-type: none"> • Offensive language • Aggressive language • Verbal abuse / directed profanity
	Property	<ul style="list-style-type: none"> • Petty theft • Lack of care for the environment 	<ul style="list-style-type: none"> • Stealing / major theft • Wilful property damage • Vandalism
	Others	<ul style="list-style-type: none"> • Not playing fairly • Minor disruption to class • Minor defiance • Minor bullying / victimisation/ harassment • Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school 	<ul style="list-style-type: none"> • Major bullying / victimisation /harassment • Major disruption to class • Blatant disrespect • Major defiance • Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
3. Be Safe	Movement around school	<ul style="list-style-type: none"> • Running on concrete or around buildings • Running in stairwells • Not walking bike in school grounds • 	
	Play	<ul style="list-style-type: none"> • Incorrect use of equipment • Not playing school approved games • Playing in toilets 	<ul style="list-style-type: none"> • Throwing objects • Possession of weapons
	Physical contact	<ul style="list-style-type: none"> • Minor physical contact (for example, pushing and shoving) 	<ul style="list-style-type: none"> • Serious physical aggression • Fighting
	Correct Attire	<ul style="list-style-type: none"> • Not wearing a hat in playground • Not wearing shoes outside • Not wearing correct uniform 	
	Other	<ul style="list-style-type: none"> • Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school 	<ul style="list-style-type: none"> • Possession or selling of drugs • Weapons including knives and any other items which could be considered a weapon being taken to school • Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
4. Be	Class tasks	<ul style="list-style-type: none"> • Not completing set tasks that are at an appropriate level • Refusing to work 	
	Follow instructions	<ul style="list-style-type: none"> • Low intensity failure to respond to adult request • Non compliance • Unco-operative behaviour 	

5. Be in the Right Place at the Right time	Accept outcomes for behaviour	<ul style="list-style-type: none"> Minor dishonesty (not owning your behaviour) 	<ul style="list-style-type: none"> Major dishonesty that has a negative impact on others
	Rubbish	<ul style="list-style-type: none"> Littering 	
	Mobile Phone or personal technology devices	<ul style="list-style-type: none"> Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member) 	<ul style="list-style-type: none"> Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
	Attendance	<ul style="list-style-type: none"> Not being punctual (eg: lateness after breaks) Not in the right place at the right time Late to school/class 	<ul style="list-style-type: none"> Leaving class without permission (out of sight) Leaving school without permission

Relate problem behaviours to expected school behaviours

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

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

Should a problem 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.

Ensuring consistent responses to problem behaviour

At Bentley Park College staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Students also receive training in how to respond appropriately when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

The recommendation is moderated within the school by HOS, DP, HOC, and/or HOSES. Final decision regarding all suspensions and exclusion is made by the College Principal.

[7-12 Process - ..\7-12 Processes\7-12 Consequence Process.doc](#)
[P-6 Process - P-6 Behaviour.png](#)

6. Emergency or critical incident responses

It is important that all staff, including teachers, support staff, HODs and Executive, have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

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

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

Basic defusing strategies

Avoid escalating the problem behaviour by avoiding:

- Shouting
- Cornering the student or 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 by:

- Modelling the behaviour you want students to adopt
- Staying calm and controlled
- Using 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 (if appropriate) by:

- Move slowly and deliberately toward the problem situation
- Speak privately to the student/s where possible
- Speak calmly and respectfully
- Minimise body language and keep a reasonable distance
- Establish eye level position
- Be brief; stay with the agenda
- Acknowledge cooperation
- Withdraw if the situation escalates

Follow through:

- If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity
- If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued inappropriate behaviour
- Withdraw from the situation if the problem behaviour escalates giving a calm message that the situation will be dealt with at a later date

Debrief at an appropriate time and when the student is calm and in a receptive mood

- Help the student to identify the sequence of events that led to the inappropriate behaviour
- Pinpoint decision moments during the sequence of events
- Evaluate decisions made
- Identify acceptable decision options for future situations

Work towards knowing your students, their patterns of behaviour, needs and triggers for misbehaviour.

Physical Intervention

Appropriate physical intervention may be used to ensure that Bentley Park College'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.

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

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
- 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 motivation for the behaviour

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
- Take into account the age, stature, disability, understanding and gender of the student

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

- Property destruction
- School disruption
- Refusal to comply to a direction
- Verbal threats
- Leaving a classroom or the school, unless student safety is clearly threatened

Record keeping

Each instance involving the use of physical intervention must be formally documented. The processes can be found at <http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx> online.

Refer to the Safe, Supportive and Disciplined School Environment Policy

<http://ppr.det.qld.gov.au/education/learning/Pages/Safe,-Supportive-and-Disciplined-School-Environment.aspx>

Prohibited items

- Chewing gum / bubble gum
- Soft drink / energy drinks e.g. V, Mother, Red Bull
- Cutting implements other than scissors
- Weapons (objects that could harm or threaten another person)
- Laser pointers
- Computer games / consoles
- Alcohol
- Drugs and drug implements
- Tobacco products
- Lighters / matches
- Playing / trading cards
- Aerosol cans (including deodorant)
- Permanent markers
- Liquid paper

- Dare lists
- Pornography / inappropriate pictures / media

Additional Prohibited items in P-6 include:

- Caps
- Skateboards

7. Network of student support

Students at Bentley Park College are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers
- Support Staff
- Heads of Department
- Year Coordinators
- College Executive
- Guidance Officer
- Responsible Behaviour Officer
- Community Education Counsellors
- School Based Youth Health Nurse
- Youth Support Coordinator
- Learning Support staff
- Engagement Officer
- RTC staff member
- School Chaplain
- Advisory Visiting Teachers
- Senior Guidance Officer
- School Based Police Officer

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

- Hambleton House
- Headspace
- Early Years Centre
- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Centacare
- TAFE
- Vocational Partnership Group (VPG)
- Skills 360
- Choice

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.

Bentley Park College 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 students' age, gender, disability, cultural background, socio-economic situation and their emotional state,
- recognising the rights of all students to:
 - express opinions in an appropriate manner and at the appropriate time,
 - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
 - receive adjustments appropriate to their learning and/or impairment needs.

[Flowchart for decision making](#)

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 Carer Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 1995
- 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](#)
- [IFM-PR-010: Managing Electronic Identities and Identity Management](#)
- [SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)

This Responsible Behaviour Plan does align with relevant legislation and policy. Mandated Student Protection Reporting, Code of Conduct Reporting and judicious use of the powers to direct conduct or movement at State educational institutions are followed by the staff at this school.

11. Some related resources

- [Bullying. No Way!](#)
- Cyberbullying:
<https://www.qld.gov.au/education/schools/health/cybersafety/pages/cybersafety-gss>
- [Schoolwide Positive Behaviour Support](#)
- [Code of Conduct for School Students Travelling on Buses](#)

12. Related College Documents

- P-6 Responsible Thinking Room Policy
- 7-12 SEC Policy

- Anti-Bullying Policy <G:\Coredata\Common\05.00 College Policies & Procedures\05.01 Responsible Behaviour Plan\SWPBS>
- Attendance Policy <G:\Coredata\Common\05.00 College Policies & Procedures\05.09 Attendance>
- Uniform Policy <G:\Coredata\Common\05.00 College Policies & Procedures\05.02 Uniform\2012>
- Assessment Policy
- Good Standing Policy <G:\Coredata\Common\05.00 College Policies & Procedures\05.01 Responsible Behaviour Plan\Good Standing Policy Years 10-12>
- I.T. Acceptable Use Policy <G:\Coredata\Common\05.00 College Policies & Procedures\05.03 Electronic Devices>
- Electronic Devices Policy <G:\Coredata\Common\05.00 College Policies & Procedures\05.03 Electronic Devices>
- Buddy Class Process and Protocols <G:\Coredata\Common\05.00 College Policies & Procedures\05.01 Responsible Behaviour Plan\Buddy Class> *Links current 7 September 2011*

Endorsement



College Principal



P&C President



Regional Director or
Assistant Regional Director

Effective Date:

February 2018 – February 2019