1. Purpose

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.

Currumbin Valley State School aims to establish a secure, supportive and cooperative environment to allow positive teaching and learning experiences to take place and in turn ensure that all students achieve their maximum potential in all areas of their development – academic, cultural, sporting, social and emotional.

We acknowledge that if students are to become productive members of society, teachers must help them to develop responsibility for their actions by both teaching explicitly and practising problem solving skills.

Our goal at Currumbin Valley State School is to create the conditions for each learner to progress towards responsible self-management, whilst learning about how and why people behave the way they do.

The values that drive and influence all our decisions are:

- Learning
- Teamwork
- Respect
- Community

Our approach to developing responsible behaviour is focussed on relationships and takes place in a caring and supportive environment where all members feel safe and welcome. We believe that self-control is necessary for children’s welfare, happiness and their ability to function effectively in society.

2. Consultation and data review

This plan has been developed to replace the Behaviour Management Plan initially written in 2006. The original Responsible Behaviour Plan used limited micro management strategies and consequences directed at low level behavioural choices.

Numerous consultation meetings were held between staff and community members to develop this plan. Outside programs and professional organisations such as local police and fire brigade were also apart of the consultation process.

This new plan has rearranged the school level system so that all staff, parents and students will be more aware of consistent and progressing minor behaviours in the classroom and playground. The focus is on supporting and promoting the positive behaviours of all students while still continuing to use a series of progressive behavioural consequences to discourage incorrect or inappropriate behaviour.

It is therefore the responsibility of the whole school community to continuously monitor our responsible behaviour plan to ensure that the rights and responsibilities of all students and staff are upheld, to check for successful outcomes, to review the plan and if necessary, make changes.
3. Learning and behaviour statement

At Currumbin Valley State School we operate by the following beliefs about behaviour and learning:

- Education is a life-long process
- Gender is not a determinant of capacity to learn
- Children with disabilities are encouraged to access all educational opportunities
- Children learn at different rates
- Students, parents and teachers are part of a team
- The school is a focal point of the community
- Good manners and respect are encouraged
- Children learn by a variety of activities
- Our school community provides appropriate social role models
- An attractive environment enhances learning
- The child’s self-esteem is developed
- Personal safety, conflict resolution and problem solving are encouraged

Our Philosophy

Staff and students at Currumbin Valley State School have the right to work to their potential, free from disruption, abuse or threat in a safe and supportive environment. To enable this productive learning to occur, we believe different learning styles and abilities must be catered for and appropriate behaviours need to be taught, modelled, encouraged and developed. To facilitate this, a set of levels have been developed for students at our school. Ultimately each individual must be responsible for his/her own actions. The behaviours we foster and promote include good citizenship, are fair and non-violent and encompass our code of behaviour cornerstones which include cooperation, consideration, care, courtesy and common sense.

We respect the importance of the individual’s intellectual, social, emotional and physical growth whilst maintaining that the exercise of individual rights and responsibilities must contribute to a positive community spirit. We must also be aware of the cultural beliefs and values of the variety of ethnic groups which make up our school community. Parental consultation, oral and written communication, support and involvement are essential to the Supportive School Environment at Currumbin Valley State School.

An integral facet of Currumbin Valley State School is the explicit teaching of expected behaviours. The Responsible Behaviour Plan has been developed to reinforce behaviour management drawing from our school motto and school code of behaviour based on the “5 C’s”.

School Motto

Reward for Effort

The 5 C’s

Cooperation
Consideration
Care
Courtesy
Common Sense

In our supportive school environment our aim is to skill students in self-discipline through a non-blaming approach that creates choices, generates solutions and leaves the child with some control over the situation. To encourage our students to make good choices in their learning and behaviour we provide school and class awards, praise and recognition for these good choices and implement a range of reward systems.
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

• **Universal behaviour support**

Our whole school approach provides a supportive learning environment through:

- Open communication with the school community on *The Code of School Behaviour* and the school's Responsible Behaviour Plan for Students.
- Shared school values and a positive, inclusive culture.
- Establishment of agreed programs and procedures that are known and understood by all members of the school community.
- Staff, student and parent access to professional development, education or training.
- Managing of incidents through clear and well-understood processes.
- Supporting students and building strong community relationships.
- Implementation of Stop, Think, Do social skills program to all students.
- Implementation of High Five Anti-Bullying Program and Bully Box program.

In keeping with our beliefs about learning and behaviour, we believe that our students respond best to positive reinforcement. All staff at Currumbin Valley State School encourage positive behaviours by implementing and supporting the following school/classroom rules and expectations:

- Reflect the values of the wider school community.
- Embody the key messages and a common language.
- Recognise and focus on positive practices and behaviours.

The process for developing an understanding of the expected behaviours involves:

- Working collaboratively with the whole school community
- Modelling of expected behaviours and 5C’s by all staff at all times
- Systematically teaching and reinforcing the expectations at the whole school level (assemblies, newsletters, special events, whole school units of work).
- Staff implementing Stop, Think, Do Social program with their students.
- Staff reinforcing the High Five Anti-Bullying strategies and supporting student through Bully Box usage.

**POSITIVE RESPONSES**

- **Praise/ Encouragement** (Verbal/Non-verbal/Written)
- **Class Responsibilities** (Individual classroom plans)
- **Inter-Class Responsibilities** (Peer Tutoring, Peer Mediation)
- **Public Display of Work** (Classroom, Show & Share, Newsletters, School Website, Culminating Activity Days)
- **Individual Class- Level Rewards** (Students of the week, Stickers, Stamps, Certificates, Student-Choice Activities, Computer time)
- **Whole Class Rewards** (Fun Days, Game time, Sports)
- **Phone calls to Parents**
- **Sharing work with others** (Principal, other classes, Parents)
- **Whole School Rewards System** (Raffle tickets, assembly certificates)
- **Teacher Evaluations** (Marks/comments on work)
- **Celebrations** (Outside achievements, competitions)
- **Principal’s / Class Awards**
• **Targeted behaviour support**

Due to the size of Currumbin Valley State School, it is important to recognise that all staff are involved in the support of students who may need more targeted behaviour support. Contact is made between the students and the members of staff every day, in the playground, the classrooms and in the local community. Staff meetings and general consultation are used to identify students who may require targeted support, and a team approach is used to formulate and record strategies for implementation. Parents/caregivers are involved in the support through the classroom teacher and principal.

Strategies used for targeted behaviour support include:

- Curriculum adjustment
- Verbal and non-verbal
- Increased attention
- Communication with the school community
- Added responsibilities

<table>
<thead>
<tr>
<th>Curriculum Adjustment</th>
<th>Staff determines whether a student may need further support in curriculum related areas and adjustments are made where necessary. This may involve:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Working with a teacher aide, volunteer or learning support teacher</td>
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<tr>
<td></td>
<td>- Adjusted class work</td>
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<tr>
<td></td>
<td>- Working with a peer or older student</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Verbal</th>
<th>Verbal reinforcement used every day in both the classroom and playground includes:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>- Specific reinforcement</td>
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<tr>
<td></td>
<td>- Targeted direction giving</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Non-Verbal</th>
<th>Non-verbal reinforcement, used every day in both the classroom and playground includes:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>- Body language – smile, thumbs up</td>
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<tr>
<td></td>
<td>- Behaviour charts</td>
</tr>
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<td></td>
<td>- Raffle tickets</td>
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<tr>
<td></td>
<td>- Proximity to the child in terms of desk</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Increased attention</th>
<th>Students may require increased attention for either curriculum needs or to reinforce acceptable behaviour. This may occur through:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- One on one curriculum support with the teacher</td>
</tr>
<tr>
<td></td>
<td>- Teacher aide/Volunteer support</td>
</tr>
<tr>
<td></td>
<td>- Work with another member of school staff</td>
</tr>
<tr>
<td></td>
<td>- Curriculum support through buddy program</td>
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</tbody>
</table>

| Communication within the school community | Communication with the parents/caregivers occurs through all stages of targeted behaviour support and includes positive/encouraging letters, memos, emails or phone calls home. |

<table>
<thead>
<tr>
<th>Added responsibilities – meaningful roles</th>
<th>A child who is receiving targeted behaviour support may benefit from added responsibilities within the class or school. These responsibilities can include:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Peer tutoring</td>
</tr>
<tr>
<td></td>
<td>- Working with a younger or older classmate</td>
</tr>
<tr>
<td></td>
<td>- Classroom jobs</td>
</tr>
<tr>
<td></td>
<td>- School jobs</td>
</tr>
</tbody>
</table>
Students identified as requiring targeted support may require an Individual Behaviour Plan. Principal, teachers, the student and parents/carers are involved in the collaborative process of preparing the Individual Behaviour Plan. Teachers are made aware of teaching strategies and acceptable goals for the student. Students on an Individual Behaviour Plan will be required to have attendance records and negotiated goals for class lessons. The teacher and student will identify goals that have been achieved in the lesson and set future goals. Record sheets of goals and lesson attendance will be used when reviewing the Individual Behaviour Plans.

**Intensive behaviour support**

Students identified as needing intensive behaviour support are those who have had targeted support through the above strategies and are still at risk of significant educational underachievement due to their inappropriate behaviours. A collaborative consultation process will be facilitated involving the appropriate teachers, the student, the parents/caregivers, the principal and relevant school support personnel such as the Guidance Officer. Interagency groups will be contacted where necessary to meet the needs of students identified with persistent or extreme problem behaviours.

### 5. Emergency responses or critical incidents

In the event of a critical incident or emergency the principal or teacher in charge will make the decision to administer the following procedures.

- Communicate emergency with appropriate local authorities.
- Signal a lockdown where students, staff and community members on campus move quickly indoors and position themselves out of sight away from windows on the floor.
- Signal fire alarm to evacuate school to the tennis court area.
- Communicate with local bus company to arrange an off campus evacuation.
- Keep regional supervisors up to date with open communication.

### 6. Consequences for unacceptable behaviour

#### STEPS FOR RESPONDING TO INAPPROPRIATE BEHAVIOUR

<table>
<thead>
<tr>
<th>CLASSROOM</th>
<th>PLAYGROUND</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will be allocated a recording sheet that will be kept with the classroom role. These records can then be relayed to the principal if consistent inappropriate behaviour is evident.</td>
<td>Teachers must collect Playground Duty folders from the Office prior to going on duty. Inappropriate behaviours need to be recorded by teachers on an ongoing record sheet to be kept in each folder. This will enable duty teachers to track repeat offenders.</td>
</tr>
<tr>
<td><strong>Level 1</strong> Tactical ignoring/ warning/ rule reminder/ choice – students given the opportunity to choose to comply or proceed to the next level.</td>
<td><strong>Level 1</strong> Verbal warning/ rule reminder</td>
</tr>
<tr>
<td><strong>Level 2</strong> Time out 5 to 10 minutes – removal to time out desk/area*</td>
<td><strong>Level 2</strong> 5-10 minutes time-out on bench behind tuckshop.</td>
</tr>
</tbody>
</table>
**Level 3**
Removal to buddy class – 30 minutes or remainder of session (pre-arranged by class teachers)

**Level 4**
On return to the classroom should behaviour continue to escalate a Behaviour Report must be sent to the office for an Administrator to further investigate and determine the appropriate consequences.

* Duty of care requires students to be in sight of teacher at all times.

**Level 3**
Remainder of play in time-out on yellow bench in that duty area

**Level 4**
Duty staff complete playground behaviour Feedback sheet – child sent to office. Administrator to investigate and designate final level and consequences

Any serious inappropriate behaviour in the classroom or playground can be considered level 4 behaviour without going through previous behaviour levels. e.g. endangering safety of others, extreme non-compliance, verbal abuse etc.

**COMMUNITY SERVICE**

Students issued with a level 4 for inappropriate behaviour could be allocated community service sessions.

Community service process is as follows:

1. Student is informed by Administrator of number of sessions to be completed.
2. At commencement of next morning tea or lunchtime break, student reports to office area.
3. Supervising Administrator issues student with gloves, plastic bag.
4. Student immediately reports to the duty teacher.
5. Student spends break time picking up papers in view of supervising duty person.
6. When the bell rings, student reports back to duty person to await instructions.
7. Students who fail to show up to Community service, with no valid reason will be issued with a further two sessions of community service.
RESPONSIBLE THINKING ROOM (RTR)

Students who are issued a Level 4, by an Administrator could receive RTR sessions.

RTR process is as follows:

1. Student informed by Administrator of number of sessions to be completed
2. At commencement of next morning tea or lunchtime break, student reports to Duty Teacher and communicates that they have to attend the Responsible Thinking Room, (Located in senior room).
3. Duty person collects RTR folder and issues activities.
4. Students complete a series of activities, these could include
   - Reflection sheets
   - Apology letters to people affected by their behaviour
   - Responsible thinking, behaviour sheets
   - School Rule activities
5. During the sessions students will spend some time with the duty person reflecting on their behaviour.
6. Students will remain in the RTR for the entire break, being dismissed to return to class immediately after the bell.
7. Students who fail to show up to RTR with no valid reason will be issued with a further two sessions of RTR.
Management Plan or Inappropriate Behaviour:

Students with a **recommendation** for

**Classroom Level 4**

**Playground Level 4**

**Teacher Action**
- complete playground/classroom behaviour report
- send report to Principal

In the event of an emergency where student behaviour endangers self/or others teacher must contact the office by sending another child to the administration with a red card.

**Administrator Action**
- reviews documentation/ gather further information as appropriate
- ensure appropriate action is taken, given all information available regarding situation and circumstances
- consider recommendation for level 4 consequence
- follow up with dissemination of information to key parties (child, parent, teacher, support services)

**Possible consequences**
- Responsible Thinking room
- Community Service
- Individual behaviour contract
- Internal suspension - withdrawal to admin
- External suspension (duration to be decided by Administration)
- Exclusion from extra curricular activities (e.g. sport, excursions)

**Repeat level 4 Consequences**

1\textsuperscript{st} Level 4
- consequences as above
- parent contacted

2\textsuperscript{nd} Level 4
- consequences as above
- parent interview/case conference

3\textsuperscript{rd} Level 4
- Suspension as determined by Administration

Recommendation for exclusion results where there is a complete breakdown in following school rules and no attempts are made to improve after a lengthy period of intervention.

**Students at this stage receive targeted/intensive behaviour support.**

**Re-entry**

Re-entry to the classroom and/or playground will be negotiated between administration, class teacher, student and parents after perusal of all documentation and behaviour reports.
Critical/Crisis Response Plan
Level 5 Behaviour

When a student exhibits Level 5 behaviour

Executive Action
Executive responds immediately.

Teacher action
- Red card to office
- Maintain vision if possible
- Remove other students if necessary

Office action
Executive to notify office to contact
- Parents/caregivers
- Police
- Guidance officer
- Other agencies

Consultation
Regarding individual support and consequences of student’s actions.

Parents/carers
Guidance Officer
Principal
External agencies

Debrief
Same or following day
Class
Teacher
Student
Crisis team
Other involved parties

Action
To be determined at the discretion of Administration.
7. Network of student support

Students at Currumbin Valley State School are supported via a variety of means and personnel within our school community. The Principal, teachers, teacher aides, specialist/visiting teachers and community members work collaboratively to ensure barriers to optimal student learning outcomes are addressed.

At Currumbin Valley State School the case management process identifies the appropriate personnel to support a student who is in need of intensive behaviour support. The Principal, teachers, guidance officer, learning support teacher meet regularly to monitor case management and make recommendations for support of specific student issues. The principal oversees the coordination of the plan. Members of our Student Support Team include:

<table>
<thead>
<tr>
<th>ROLE</th>
<th>WHO</th>
<th>SUPPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Andrew Schumacher</td>
<td>Support for students at risk. Work closely with families.</td>
</tr>
<tr>
<td>Teachers</td>
<td>Helen McCabe, Gail White, Lesley Gillgren, Jayne Ahmat, Lisa Brown, Peta Bone</td>
<td>Support for students at risk in the classroom.</td>
</tr>
<tr>
<td>Guidance Officer</td>
<td>Kate Alcorn</td>
<td>Personal counselling, family support, psychological support</td>
</tr>
<tr>
<td>Learning Support Teacher</td>
<td>Peta Bone</td>
<td>Support of students with learning difficulties.</td>
</tr>
<tr>
<td>Specialist Teachers</td>
<td>Jacqueline Tyrrell, Jenny Lund, Lisa Brown</td>
<td>Support for students at risk.</td>
</tr>
<tr>
<td>Teacher Aides</td>
<td>Liz Spittall/Fiona Wood</td>
<td>Support for students at risk.</td>
</tr>
<tr>
<td>TAEA</td>
<td>Penny Terryl</td>
<td>Support for students at risk.</td>
</tr>
</tbody>
</table>

Sometimes students require further support and assistance outside our school. In these cases contact would be made with:

<table>
<thead>
<tr>
<th>District and Other EQ Services</th>
<th>Community Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Guidance Officers</td>
<td>Department of Child Safety</td>
</tr>
<tr>
<td>District Office Personnel</td>
<td>QLD Health Services (nurse)</td>
</tr>
<tr>
<td>Positive Learning Centre</td>
<td>Palm Beach Police</td>
</tr>
<tr>
<td></td>
<td>CVSS Community</td>
</tr>
</tbody>
</table>

8. Consideration of individual circumstances

Currumbin Valley State School uses strategies that take into account the different abilities, skills and life experiences of students through our curriculum, interpersonal relationships and organisational practices. A range of significant factors are considered when choosing responses to student behaviour, including context, emotional well-being, culture, gender, race, socioeconomic situation and impairment, all of which can influence the way in which students act and react to adult responses.

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 will be considered at all times.
9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety 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

11. Some related resources

- National Safe Schools Framework (ncab.nssfbestpractice.org.au/resources/resources.shtml)
- National Framework for Values Education in Australian Schools (www.valueseducation.edu.au)
- Bullying. No Way! (www.bullingnoway.com.au)
- MindMatters (www.curriculum.edu.au/mindmatters)

Endorsement

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

Date effective:

from …………………………………………. to …………………………………………. 

Template Version Control: 5 August 2009