Longreach School of Distance Education

Responsible Behaviour Plan
For Students
1. Purpose

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

This “Responsible Behaviour Plan for Students” reflects this school’s purpose to work in partnership with students, parents and Home Tutors and the wider community to ensure that all students receive a high quality education appropriate to their individual needs. This document affirms that learning is the central function of this school and each person in the school community has worth and is important.

Our school is committed to providing a positive school environment which maximises the educational opportunities for all students by teaching an inclusive and engaging curriculum and developing respectful relationships. At Longreach School of Distance Education, we actively encourage our students to broaden their horizons through the provision of an environment committed to providing lifelong foundations of learning.

Longreach School of Distance Education ensures that our vision to provide “Excellence in Education for Isolated Families” is evident every day in our educational service, and our motto “Effort Conquers Distance” is real for all our students, parents, Home Tutors and staff.

Our vision IS supported by four pillars of a good school.

* Quality Teachers
* Quality Instruction
* Individualised Learning and
* A Strong Partnership between Home and School

These are realised through our values of:

Communication – good communication requires honesty, trust and respect from all parties.

Relationships – the school is like an extended family. Positive relationships among staff, families, home tutors and students are vital.

Diversity – understanding the lives and challenges of our school community is vital to team work.

Flexibility – our program must allow flexibility to cater for the competing demands of home and or property life, especially when the parent is the home tutor.

Support – support for home tutors to feel confident and capable to teach at home is a core part of our role. Support for teachers to be expert curriculum and eLearning teachers in this context is essential.

Opportunity – creating, coordinating and informing of opportunities not ordinarily available to isolated learners are part of the education of the whole child.
2. Consultation and data review

The existing Responsible Behaviour Plan for Students was revised from the 2011 Responsible Behaviour Plan for Students and has been endorsed by the P&C Association. It aligns with the requirements of legislation and current departmental policy and procedures. These requirements are balanced with the expectations of the school community and the rights of individual students.

3. Learning and behaviour statement

Our Code of School Behaviour is based on the following principles.

- State schools expect high standards of personal achievement and behaviour.
- Families and staff of this school have very high expectations of student behaviour and our students are often complimented on their positive behaviour.
- The foundation of positive classroom behaviour is effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students (and Home Tutors).
- Positive behaviour is enhanced through a whole school approach and effective school organisation and leadership.
- Partnerships with parents/carers, the wider school community and other support agencies contribute to positive behaviour in schools.
- Staff expertise is valued and developed.
- Standards of expected student behaviour are linked to transparent, accountable and fair processes, interventions and consequences.
- Responses to inappropriate student behaviour must consider both the individual circumstances and actions of the student and the needs and rights of school community members.

The Three Cs

Rather than be able to recite a set of school rules we want our LOSDE students to know, understand, demonstrate and appreciate the importance of care, courtesy and consideration in their interactions with others. It is the behaviours they learn in the formative years that will take them beyond their years with LSODE and help shape them into well-rounded, good human beings.

When students attend any field services they are reminded of the 3Cs – Care Courtesy and Consideration.
- Care – care for people and things
- Courtesy – use your manners
- Consideration – be on the lookout for how you can be helpful and considerate toward others.

As well as saying please and thank you, being respectful and taking turns, it is also expected students join in the LSODE Thanks at the beginning of every evening meal at Minischool.

Demonstrating gratitude, taking a minute to stop and think about the things we can be grateful for is also an important aspect of the 3Cs. At the Quarters, students line up for their meal, sit and wait for all the year levels to receive their meal, say our thanks together and then begin to eat.
LSODE Thanks
Thank you supervisors for the meal we are about to share
Thank you teachers for a great day
Thank you classmates for our time together at Minischool.

Minischool Manners are now a part of the behaviour expectations at LOSDE. Students are shown how we expect cutlery to be positioned before, during and after the meal. There is a poster on the wall for students to refer to.

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

- Universal behaviour support

Our school community is committed to the provision of Excellence in Education For Isolated Families.

This will be achieved through the provision of appropriate standards of behaviour built on the principles of effective learning and teaching and shall reflect the core values of our school community:

1. Effective learning and teaching is founded on an understanding of the learner.
2. Effective learning and teaching requires active construction of meaning.
3. Effective learning and teaching enhances and is enhanced by a supportive and challenging environment.
4. Effective learning and teaching is enhanced through worthwhile learning partnerships.
5. Effective learning and teaching shapes and responds to social events.

We will create a sense of community where our students are the focal point of our concern and where rights, responsibilities and operational procedures are clearly defined and reflect best practice.

A Supportive School Environment is one where:
- school community members feel safe and valued;
- the social and academic learning outcomes are maximised - this is achieved through quality practices in the areas of curriculum, interpersonal relationships and school organisation;
- school practices involve a planned continuum from positive to preventive actions for all students to responsive action for specific individuals and groups;
- non-violent, non-coercive and non-discriminatory language and practices are identified, modelled and reinforced by all school community members;
- individuals are respected, valued and invited into the school community.
- trust underpins all relationships; and
- it is only when all other approaches have been exhausted or rejected that the school will consider the withdrawal of services.

- Personal Mobile Phone and Electronic Devices

Mobile phones, portable music devices with an earphone jack (including iPods, MP3 Players, etc.), cameras and other electronic devices are NOT permitted in class at LSODE unless they are required as part of the lesson structure. These devices are a disruption to the teaching and learning process, infringe upon the privacy of others when misused, and impact on students’ ability to communicate and interact with their peers and teachers.
USB devices are permitted for transporting data but not for playing music.

Parents needing to make contact with their child during the day of field service can do so through the school office, school mobile phone, via staff or through the supervisors at the Quarters. Office staff will forward all messages to the student, where appropriate and possible.

When travelling on school camp electronic devices are permitted during travel time and then are collected by a staff member and reissued when allowed. Students on camp requiring their iPod as a camera may do so however must have the SIM card removed.

- Bullying

Longreach School of Distance Education practises a “zero tolerance” to bullying in all its forms (including cyberbullying), in line with EQ policy and the provisions of the Child Protection Act. Our school and the school community endorse each teacher’s right to teach, each student’s right to learn, and the right to safety of all school community members.

Bullying undermines such values, and prevents students from achieving their full potential in the educational and social setting. Bullying affects all members of the school community, not simply the bully or the victim, and can damage the climate of the class and the supportive environment of the school in general. For these reasons, it cannot be tolerated and must be addressed with immediacy and consistency.

DEFINITIONS OF BULLYING
As defined in Education Queensland’s Child Protection Act.
"Bullying involves the abuse of power with the intention of causing distress to the other person(s), or for personal gain or gratification.

Behaviours may include repeated behaviour that can be covert and subtle, and be social, psychological, verbal, physical and /or sexual in nature.”

- Targeted behaviour support

The Code of School Behaviour is achieved through the provision of a supportive school environment that has been developed in relation to particular contexts of the schools operations.
1) On air – Telephone Teaching
2) Field Service- Minischool, Home Visits, Clusters, camps, etc.
4) Home Tutor Support

It is considered that behaviour management in the home schoolroom context is the responsibility of the Home Tutor. The school will support Home Tutors with training and development opportunities which may contribute towards effective behaviour management in that context.
REINFORCING RESPONSIBLE BEHAVIOUR ‘ON AIR’

Teachers
Clarification of appropriate behaviour and telephone etiquette to students, parents and Home Tutors.

Modelling of appropriate behaviour
Modelling of non-violent, non-discriminatory language.

Praising/rewarding of appropriate behaviour.
Ignore minor instances of inappropriate behaviour.

CORRECTING INAPPROPRIATE BEHAVIOUR ‘ON AIR’

Step 1
Remind class of appropriate behaviour.
- Re-enforce protocols; and
- Re-enforce rules for use of the telephone.

Step 2
Remind individual of appropriate behaviour.

Step 3
Insist on appropriate behaviour from individual.
- Do you understand?
- Check.
- Is there a reason why you are behaving this way?

Step 4
Contact Home Tutor for support.

Step 5
Request Home Tutor present 'on air'.

Step 6
Consult with Principal re further action.

REINFORCING RESPONSIBLE BEHAVIOUR ‘IN FIELD’

Teachers
Clarification of appropriate behaviour to students, parents and home tutors at the start of each 'in reach' activity.

Modelling of appropriate behaviour
Modelling of non-violent, non-discriminatory language.

Praising/rewarding of appropriate behaviour.
Ignore minor instances of inappropriate behaviour.
CORRECTING INAPPROPRIATE BEHAVIOUR ‘IN FIELD’

Step 1  Remind class of school rules. (Care courtesy & consideration)

Step 2  Remind class of appropriate behaviour.

Step 3  Remind individual of appropriate behaviour.

Step 4  Insist on appropriate behaviour from individual.

Step 5  Contact Home Tutor if present, for support.

Step 6  Exclude individual from group activity. (If Home Tutor present: they remove the student).

Step 7  Accept student back into group when individual gives commitment to appropriate behaviour.

Step 8  Consult Principal and Home Tutor to remove individual from field activity if behaviour remains consistently inappropriate.

REINFORCING RESPONSIBLE BEHAVIOUR CURRICULUM MATERIALS

Teachers
Correct papers providing appropriate feedback & motivation for students and Home Tutors.

Modelling of appropriate handwriting, spelling & generic structure.

Papers returned to the student.
CORRECTING INAPPROPRIATE BEHAVIOUR CURRICULUM PAPERS

**Step 1**
Child not completing or returning school work

- Educational reasons
- Special program required
- Family has informed teacher of special circumstance and negotiated arrangements

**Step 2**
Teacher contact with family by phone

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- Intensive behaviour support

Intensive intervention, behavioural support will be managed on a case by case basis. Students identified in need of intensive support will be managed by the school’s Special Needs Committee, which consists of the Principal, Deputy Principals, Learning Support Teacher, Guidance Officer and the Class Teacher. All support plans will be developed in consultation with the student’s Home Tutor.

5. Emergency responses or critical incidents

Response to an emergency or critical incident would depend on the actual circumstances. Risk Assessments are completed for class and all in field services undertaken by students and staff at the school.

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

It is important that all staff 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.

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
(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 problem situation, speak privately to the student/s where possible, speak calmly and respectfully, 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 unacceptable behaviour).

Debrief
(Help the 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).

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 LSODE’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. Physical intervention can involve coming between students, blocking a student’s path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

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

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

- property destruction
- program disruption
- refusal to comply
- verbal threats
- leaving a group activity 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 achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student.

**Record keeping**

In all instances the Principal of the visiting school will be contacted as soon as practicable to discuss incidents. Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- Camp Report
- Health and Safety incident record
- Written report to be sent to the Principal of the visiting school.

### 6. Consequences for unacceptable behaviour

Consequences for unacceptable behaviour have been outlined in the section titled “Targeted Behavioural Support”.

Any instances of bullying will be discussed with the parent and consequences will be negotiated.

Student Disciplinary Absence may be used after consideration has been given to all other responses.

Any student found in possession of a knife (or similar weapon) will have it confiscated and the QPS will be notified.

### 7. Network of student support

LSODE has a range of support personnel for students and Home Tutors.

The school has a Parent Liaison Officer whose role is to support and maintain effective relationships with families to link with associated community support agencies. The Parent Liaison Officer also supports staff.

Students are supported by their teacher in the first instance. If further support is required, referrals are made to the Special Needs Committee where students can have support provided by the Learning Support Teacher, Guidance Officer and other health professionals by further referral.

Students and Home Tutors are supported for any IT needs through staff at the school which they can access when required.

### 8. Consideration of individual circumstances

**Effective teachers and effective teaching:**

The following are a list of characteristics and behaviours associated with successful instruction. These characteristics and behaviours are encouraged and practised at this school.

**TEACHER EXPECTATIONS**

Teachers have high but appropriate expectations for their pupils. They believe that all children in their classes can be taught and can learn.
ROLE DEFINITION
Teachers believe that their responsibility is to teach children and that to do so they must be active in the planning, delivery, assessment of learning, evaluation of instruction and support for Home Tutors.

Teachers do not believe that their role is simply to facilitate pupil learning by providing learning opportunities or experiences.

SENSE OF EFFICACY
Teachers have a strong sense of efficacy. That is, they believe that children are capable of learning, that they can teach and their pupils will learn from their instruction. At no point do they “write off” certain pupils as “unteachable” because of their background, achievement level, behaviour or attitude towards school.

STUDENT LEARNING
Teachers are conscious of the need to maximise their pupil’s opportunity to learn. These teachers use more of their available time for teaching, and organise and manage instruction so that children are actively involved in academic tasks. Time is viewed as a ‘precious commodity’ that is to be used wisely to promote learning. On air lessons cater for a variety of learning styles and intelligences.

CLASSROOM MANAGEMENT AND ORGANISATION
Teachers organise space, time, materials and tasks, in a way which maximises pupil engagement in academic activities. Our teachers’ instruction is characterised by thoughtful planning right from the beginning of the school year.

CURRICULUM PACING
Teachers carefully match the difficulty level of tasks to the children’s individual achievement levels. They present these tasks in small easily attainable steps and they move through them at a steady pace. Children cover considerable content and achieve a very high success rate in the content they cover.

TEACHING TO MASTERY
Teachers provide sufficient practice (usually supervised by Home Tutors), corrective, reteaching and remedial instruction where necessary, for all pupils so that they can achieve proficiency on academic tasks. Basic skills are taught to the point of over learning so that these become automatic, thus paving the way for learning of higher level skills, concepts and tasks.

YEAR LEVEL DIFFERENCES
Teachers adjust their instruction to the age and/or year level of pupils to meet specific learning needs. In the early years children receive more direct instruction, individual help and close support from their Home Tutors as they work to acquire basic skills.

SUPPORTIVE LEARNING ENVIRONMENT
Teachers work to create a warm, friendly and encouraging atmosphere in their classrooms and on air interactions with pupils. Children respond positively to the teacher’s enthusiasm and keenness for them to learn.

9. Related legislation
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
10. Related departmental procedures

- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
- Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Temporary Removal of Student Property by School Staff

11. Some related resources

- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
- Take a Stand Together

Endorsement

Rowena Arthur  Lou Brown  Alan Sampson  
Principal  P&C President  Assistant Regional Director

Date Effective: