



The Code of School Behaviour
Better Behaviour
Better Learning

DARLING POINT STATE SPECIAL SCHOOL

Responsible Behaviour Plan for Students based on *The Code of School Behaviour 2018*



Darling Point Special School promotes life quality and positive educational outcomes for students with disabilities, their families and support teams, through values-based leadership, evidence-based teaching and learning experiences, and supportive environments.

If a child lives with approval, he learns to live with himself (Dorothy Law Nolte).

Rationale

Leadership and management at all levels within Darling Point Special School focus on shared values – Diligence, Resilience, Ethics, Audacity, Mateship. This Responsible Behaviour Plan focuses on developing a supportive school environment and responsible, positive behaviour so that all students are able to learn and enjoy quality life experiences at school.

The Context

Darling Point Special School caters for students who have significant support requirements related to intellectual disability and other disabilities including autistic spectrum disorders, hearing, vision and physical impairments, mental health issues, behaviour complexities, and medical challenges including seizures. The school recognises that students with disabilities often have difficulties with communication and coping skills and that school families can often confront a range of complex challenges in parenting their children.

Alignment with the Code of School Behaviour

This Responsible Behaviour Plan for Students outlines the consistent standard of behaviour that is expected at the school. Practices and supports are described to inform the wider school community of the consistent approaches that assist students with disabilities to make good progress towards achieving these expectations. This Code aims to deliver the best possible outcomes for students, recognising the close relationship between individual needs and issues, learning and behaviour, whilst affirming the rigour and importance of the range of legislation that impacts on schools.

Darling Point Special School provides:

- * positive support to promote high standards of achievement and behaviour
- * positive support and non-aversive crisis management for all students
- * emphasis on a safe, tolerant and disciplined learning environment
- * partnerships between the school, local community and other agencies
- * support and clear standards and responsibilities for students, parents/carers, staff, and Principal.

This Code describes positive behaviour support as the re-design of environments not the re-design of individuals (Swain, 2005) meaning that the focus is on systems not on individual student behaviours and problems.

The Development Process

This school plan was developed in consultation with the school community and is endorsed by the Principal, President of the Parents' and Citizens' Association, and the Chair of the School Council.

Parent, Carer and Student awareness

On enrolment, parents/carers are made aware of the expectations within the Code of School Behaviour and the Responsible Behaviour Plan for Students and are expected to sign an Enrolment Agreement.





The Code of School Behaviour
Better Behaviour
Better Learning

The Purpose

This plan replaces the earlier documents published in 2000 and then revised in 2007 and 2014. The intention is to support behaviour of all students within a framework of positive behavioural support instead of traditional behaviour management.

The following table compares Traditional Management and Positive Behaviour Support.

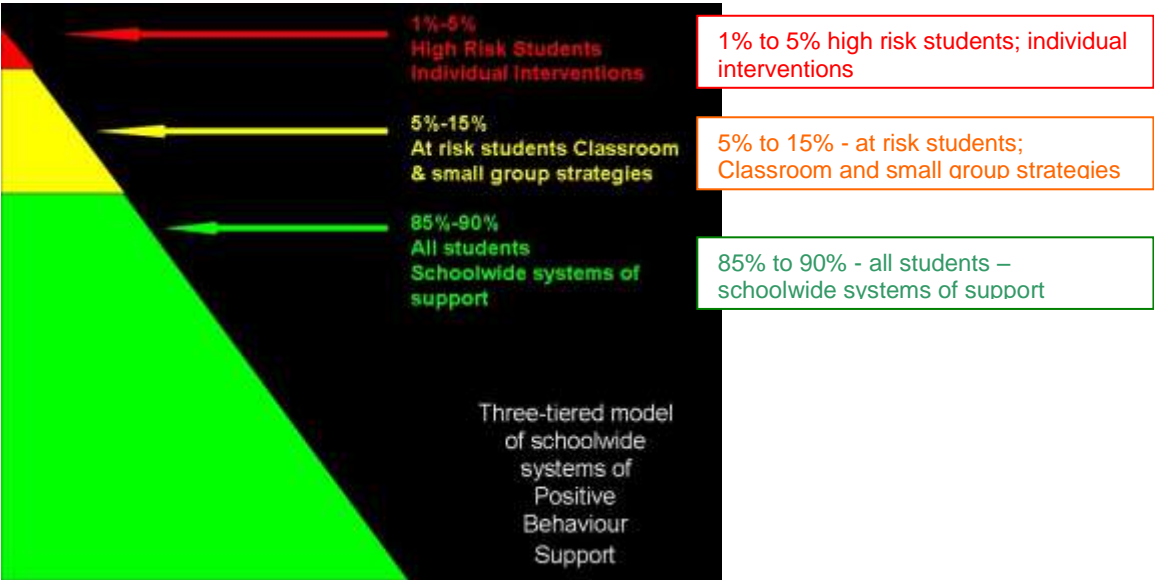
TRADITIONAL BEHAVIOUR MANAGEMENT	POSITIVE BEHAVIOUR SUPPORT
<i>Rule driven</i>	<i>Values driven</i>
<i>Views the individual student as the problem</i>	<i>Views systems, settings, and skill deficiencies as the problem</i>
<i>Attempts to 'fix' the individual</i>	<i>Attempts to 'fix' systems, settings and skills</i>
<i>Extinguishes behaviour</i>	<i>Creates new contacts, experiences, relationships and skills</i>
<i>Sanctions aversives</i>	<i>Sanctions positive approaches</i>
<i>Takes days or weeks to 'fix' a single behaviour</i>	<i>Takes years to create responsive systems, personalised settings, and appropriate, empowering skills</i>
<i>Implemented by a behavioural specialist, resulting in significant additional costs often in atypical settings</i>	<i>Implemented by a dynamic and collaborative team using person-centred planning in typical settings using existing resources and personnel</i>
<i>Often resorted to when systems are inflexible</i>	<i>Flourishes when systems are flexible</i>

Positive Behaviour Support (PBS)

Positive Behaviour Support (PBS) is the interaction between classroom systems, non-classroom systems, and individual student systems to achieve a finely tuned school-wide system for teaching and supporting positive behaviours for all students and skilling all staff to work with all students (Sugai, 2005). PBS comprises:

- * interventions that consider the context within which the behaviour occurs
- * interventions that address the functionality of the behaviour
- * outcomes that are acceptable to everyone.

The following diagram (Lewis, 2005) describes the range of intervention types within a three-tiered model of school-wide Positive Behaviour Support where typically, less than 5% of students are likely to require individual interventions, 5% to 15% are likely to be at risk students requiring classroom and small group strategies, and 85% to 90% of students able to demonstrate positive behaviours within school-wide systems of support.





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

Key Support Documents

Key School documents that support the goals and outcomes of this plan include:

- * Darling Point Special School Strategic Plan 2015-2019
- * Darling Point Special School Annual Implementation Plan 2016
- * Darling Point Special School Curriculum Framework
- * Darling Point Special School Pedagogical Framework
- * Darling Point Special School Data Plan
- * Darling Point Special School Generic Plan and Data Sheet
- * Disability Discrimination Act 1992
- * Disability Education Standards 2005
- * National Standards for Disability Services 2014
- * Quality Indicator Review and Resource Guides for Special Education Instructional Practices, 2012.

School beliefs about behaviour and learning

The Darling Point Special School community considers that behaviour is a legitimate attempt to meet legitimate goals and needs and that students use behaviour to meet their sensory, emotional and communication needs. The function of behaviours informs the design and implementation of support systems. A clearly articulated set of rules aligned to the school's shared values is essential to the achievement of positive student behaviour. These rules are attached as Appendix 1.

For most students, school-wide PBS methodologies are sufficient to meet their behavioural needs. Behaviour challenges are limited and positive behaviours are maximised by making sure that all students participate in meaningful programs and relationships, receive appropriate supports and skill development within a supportive environment where antecedents to behaviour challenges are well managed.

PBS at school-wide, classroom, playground and individual student levels is the most appropriate and more successful methodology for working with and supporting students with disabilities to maximise their educational and personal goals, to enhance their positive behavioural repertoires, and achieve maximum life quality. PBS informs all aspects of this Behaviour Code.

Processes for facilitating and responding to behaviour

Roles and Responsibilities

All members of the school community are expected to abide by The Code of School Behaviour and the standards outlined in this document. Darling Point Special School is committed to:

- * providing safe and supportive learning environments
- * providing inclusive and engaging curriculum and teaching
- * initiating and maintaining constructive communication and relationships
- * promoting the skills of responsible self management.

Aligned to the Code of Behaviour, Darling Point Special School confirms that:

- * All members of the school community are expected to conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others and reflects the school's shared values.
- * Students attending Darling Point Special School are expected to:
 1. participate actively in the school's educational programs
 2. take as much responsibility as possible for their own behaviour and learning
 3. demonstrate respect for themselves, others and the school environment
 4. respect the rights of others
 5. cooperate.
- * Parents/carers are expected to:
 1. show an active interest in their child's schooling and progress
 2. cooperate with the school to achieve the best outcomes for their child
 3. support school staff in positive partnerships
 4. contribute positively to behaviour support plans that concern their child.

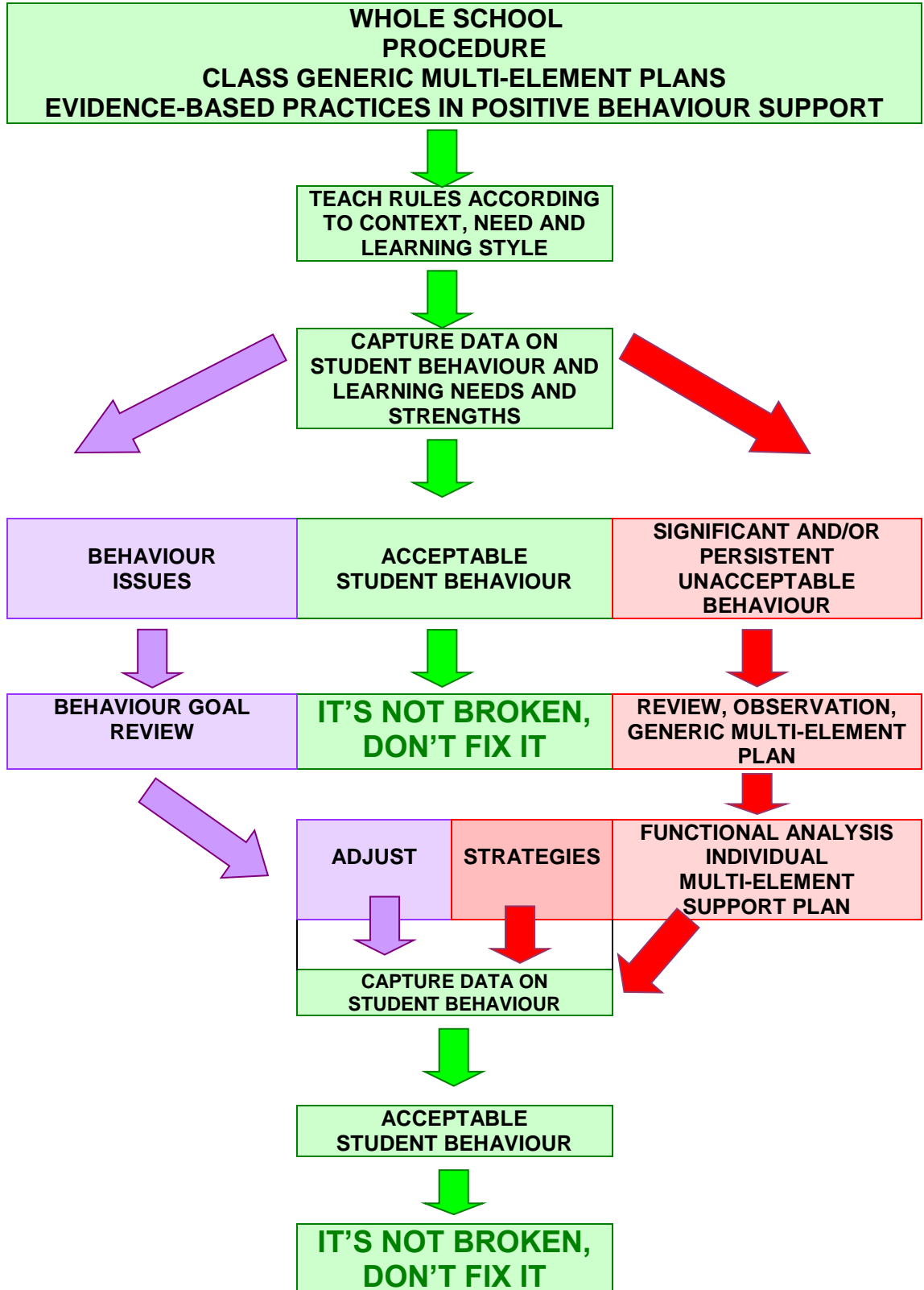


The Code of School Behaviour
Better Behaviour
Better Learning

- * *The Principal of Darling Point Special School:*
 1. *plays a strong leadership role in the school community*
 2. *ensures consistency and fairness in the Responsible Behaviour Plan*
 3. *communicates high expectations for individual achievement and behaviour*
 4. *reviews and monitors the effectiveness of school practices*
 5. *supports staff*
 6. *promotes a climate of professional lifelong learning.*

Darling Point Special School implements PBS at whole school, setting, and individual student levels.

Positive Behaviour Support Flow Chart





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Consequences for acceptable and unacceptable behaviour

This is a special school where all students have developmental disabilities requiring high level individualised support and whose rights are protected by the Declaration of Human Rights and Anti-discrimination legislation. Behaviour is always considered functional and as an attempt to meet a legitimate need. Educators teach the priority skills outlined in the school's generic multi-element plan, and practice PBS methodologies embedded in all contexts, so that positive behaviours are maximized and rewarded. The Generic Multi-element Plan is crucial to success with all students. .

All behaviour support processes implement antecedent controls, ecological management, effective teaching, appropriate authentic curriculum, knowledge and skill development, and positive supports. The evidence-based principles of positive reinforcement for assisting students to demonstrate appropriate behaviours are critical and programmed for each student. Natural and logical consequences are included within teaching processes but are not used if they could be perceived as aversive by the student or that are contrary to established societal expectations and norms or legislation and policy.

Educators also identify the precursors for crisis behaviours and implement strategies to provide antecedent controls, and as needed, use reactive strategies to support the student and others, and to achieve rapid, safe control. "If you have a behaviour that could change through the use of aversive contingencies, then it could also change through positive contingencies" (LaVigna, 1997). Hence, aversive, punishing consequences are not used at Darling Point Special School. This approach is consistent with the department's support of School-wide Positive Support for Learning where it is recognised that student behaviour is most efficiently and effectively changed and supported through support, reinforcement and skills development, and not through punishment.

Risk assessment and management are key to all positive behaviour plans at school-wide, class, and individual student levels. When students are unable or unwilling to be safe, and where safety cannot be supported, then a range of strategies is used. These strategies apply in situations such as self-harm, unacceptable language, damage to property, and aggression. Staff training in non-aversive, reactive supports is critical. Traditional approaches - time out and restraint - are inconsistent with PBS and are not used at all.

In a situation where a detailed functional analysis and positive support plan have been implemented yet the student continues to present a significant safety risk to himself or others, then a stimulus change may be required. This may include some time away from the normal school program. Likewise, if a student's behaviour requires a functional analysis or comprehensive, non-linear support plan, then the student may stay away from school or class, or attend for reduced time, to facilitate teacher time to prepare such a plan.

The school recognises that owing to the compounding factors of a disability, families often encounter difficulties managing their children. The school values positive partnerships with parents/carers and recognises that achieving positive student behaviour is very difficult without focused mutual support between the school, the student's family and other agencies involved with the student.

When a student demonstrates consistently challenging behaviour that is not responding positively to PBS interventions, and where the behaviour presents a safety risk, then the student may be suspended from school to:

- * *maximise the opportunity for all students to learn*
- * *implement a stimulus change within a larger plan to achieve change*
- * *ensure the safety of staff and students*
- * *provide an opportunity for a skill-development program in a more localised environment for generalisation back to school*
- * *facilitate increased parent/carer partnership with the school*
- * *support collaborative assessment and support with other agencies.*

Students who are aware of the social and moral implications of their behaviour such as being involved in selling or supplying drugs, aggravated assault, or involvement with stolen property can expect to be recommended for exclusion from the school.



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

The network of student support

The school has an established PBS team consisting of case manager, teacher, teacher aide, support staff and parent/carer representatives, Deputy Principal and Principal, and representatives from the Departments of Child Safety and Disability Services, mentors from Griffith University and the Institute of Applied Behaviour Analysis. Wrap-around planning and support processes are integral to PBS planning and support.

Of critical importance for the ongoing success of this Code of Student Behaviour are

- * an embedded case management approach
- * staff recruitment and selection processes matched to the values, attitudes, knowledge and skills essential to this Code's implementation
- * staff training and development
- * alignment between this Code and staff Performance Development Plans and opportunities.

Consideration of individual circumstances

The School's Principal, Deputy Principal and two teachers have achieved advanced training and registration in Functional Analysis and Multi-element Programming through the Institute of Applied Behaviour Analysis (IABA) in Los Angeles. An ample of the school's multi-element planning format is provided in Appendix 2. These teachers provide clinical supervision support in conducting functional behavioural analyses and developing class and individual positive behaviour support plans. Dr Gary LaVigna, Dr Tom Willis and Dr Liz Hughes from IABA provide mentoring and coaching for the school team by email and telephone/Skype where support is required for students with very complex challenges.

Related legislation

- * *Education (General Provisions) Act 1989*
- * *Section 21 of the Education (General Provisions) Regulation 2000*
- * *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 Act 1995*
- * *Workplace Health and Safety Regulation 1997*
- * *Freedom of Information Act 1992*
- * *Transport Operations (Passenger Transport) Regulation 2005*

Related policies

- * *CRP-PR-005: Drug Education and Intervention in Schools*
- * *CRP-PR-009: Inclusive Education*
- * *CRP-PR-010: Homework in State Schools*
- * *GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions*
- * *HLS-PR-001: Creating Smoke-Free Environments*
- * *HLS-PR-013: Developing a Sun Safety Strategy*
- * *SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students*
- * *SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass*
- * *SMS-PR-011: The Provision of Special Education Programs and Services to Students with Disabilities*
- * *SMS-PR-021: Management of Behaviour in a Supportive School Environment - Schools and Discipline*
- * *SMS-PR-022: Student Dress Code*
- * *SMS-PR-025: School Disciplinary Absences*
- * *SMS-PR-026: Physical Restraint and Time Out Procedures - Students with Disabilities*
- * *WFR-PR-005: Code of Conduct*



The Code of School Behaviour

Better Behaviour
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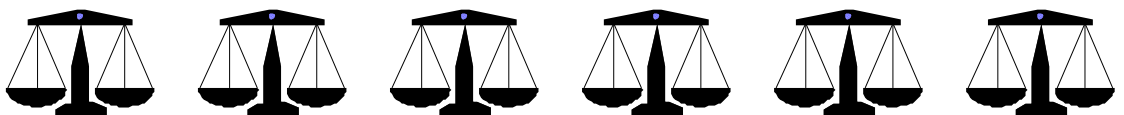
Some related resources

- * *Bullying. No Way!* (www.bullyingnoway.com.au)
- * *DeFour, R. (2004) Leading Edge: Culture shift doesn't occur overnight – or without conflict* (<http://www.nsd.org/library/publications/jsd/dufour254.cfm?pri>)
- * *Donnellan, A., LaVigna, G., Negri-Shoultz, N., and Fassbender, F. (1988). Progress without Punishment.* Columbia University Press: New York.
- * *LaVigna, G. and Donnellan, A. (1997). Alternatives to punishment.* Irvington Publishers: New York.
- * *Lewis, T. and Sugai, G. (1999). Effective Behaviour Support: A Systems Approach to Proactive School-wide Management. Focus on Exceptional Children, 31, 6, pp. 1-24.*
- * *MindMatters* (www.curriculum.edu.au/mindmatters)
- * *National Safe Schools Framework* (ncab.nssfbestpractice.org.au/resources/resources.shtml)
- * *National Framework for Values Education in Australian Schools* (www.valueseducation.edu.au)
- * *Quong, T., Walker, A., and Stott, K. (1998). Values-based strategic planning.* Prentice Hall: Sydney.
- * *Ritchie, F. (1996). Finishing first with ethics.* Business and Professional Publishing: Sydney.
- * *School Wide Positive Behaviour Support* (www.learningplace.com.au/deliver/content.asp?pid=24668)
- * *Schloss, P. and Smith, M. (1994). Applied Behaviour Analysis in the Classroom.* Allyn and Bacon: Sydney.
- * *Smith, B. and Gutierrez, M. (2006), NICHCY Web Resource Page: Behaviour Assessment, Plans and Positive supports.* (<http://www.nichcy.org/resources/behavassess.asp>)
- * *Stea, K. and Ristic, R. (2006). Two Peas in a Pod: Integrating the non-violent crisis intervention training program and positive behavioural support strategies. Journal of Safe Management of Disruptive and Assaultive Behaviour, March, 2006, pp. 9-12.*

Charmaine Driver
Principal

Julie Saunders
President, P. and C. Association

Marco Rodella
Chair, School Council



DARLING POINT SPECIAL SCHOOL

VALUES AND RULES



The Code of
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Diligence



We do our best

Resilience



We keep trying,
we don't give up

Ethics



We make good
choices

Audacity



We try new
things

Mateship



We look after
each other



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APPENDIX 2: THE FORMAT FOR A MULTIELEMENT PLAN

POSITIVE PROGRAM TO ACHIEVE BEHAVIOUR CHANGE			CRISIS MANAGEMENT PLAN TO ACHIEVE RAPID, SAFE CONTROL
Ecological management ENVIRONMENT	Positive program CURRICULUM	Direct treatments TEACHING	Emergency management SAFETY
Setting factors	General program	Reinforcement schedules	Active listening
Interactions	Developmental program	Stimulus control	Stimulus change
Instructional methods	Functionally equivalent skills	Instructional control	Crisis intervention
Instructional goals	Functionally related skills	Stimulus satiation	
Environmental pollutants	Coping skills	Neurophysiology	
People		Medication	
		Diet	

MONITORING ASSESSMENT AND REPORTING

DATA GATHERING AND RECORDING	TEAM RESPONSIBILITIES
<ul style="list-style-type: none"> * Goal attainment scales * Anecdotal notes * Behaviour inventories and scales * Behaviour reports * Work Cover reports * Accident and incident reports * Parent, staff and student satisfaction surveys * Parent/carer complaint statistics * Student achievement of IEP priority and general curriculum goals * Parent/carer participation in behaviour and educational planning 	<p>Periodic Service Review processes Staff confidence, competence, satisfaction levels – self and other report Staff knowledge and expertise in</p> <ul style="list-style-type: none"> * implementing the generic multi-element plan * participating in functional analysis processes * undertaking multi-element programming * writing and implementing protocols to support plan implementation * using antecedent controls and ecological management * demonstrating positive teaching especially functionally equivalent and functionally related skills and coping and communication skills * designing and implementing positive reinforcement schedules using reactive, non-aversive crisis management protocols.