Responsible Behaviour Plan for Mount Tyson Students

Based on The Code of School Behaviour

1. Purpose

Mount Tyson State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values.

Our Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community. This is supportive of their lifelong wellbeing. (Learning and Wellbeing Framework)

2. Consultation and data Review

Mount Tyson State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through community meetings held during November 2013. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2010-2013 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director in December 2013, and will be reviewed regularly and in the future as required in legislation.

3. Learning and Behaviour Statement

All areas of Mount Tyson State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

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 Mount Tyson State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following values to teach and promote our high standards of responsible behaviour:
Safety: *Make good choices to keep everybody safe*

Thinking: *Think before acting and think when learning*

Responsibility: *Know and respond to our expectations*

Respect: *Look after and value each other and our school*

Our values 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 Education Queensland’s Code of School Behaviour.

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

A set of behavioural expectations in specific settings are attached to each of our four school values. The School values and expectations Matrix below outlines our agreed values and specific behavioural expectations in all school settings.
### Values and Expectations Matrix

#### Expectations

<table>
<thead>
<tr>
<th>Whole School</th>
<th>Classroom</th>
<th>Entering and Exiting School</th>
<th>Play/ Sports Shed</th>
<th>Eating Areas</th>
<th>Toilets/ Change Rooms</th>
<th>Tuckshop/ Sports Room</th>
<th>Transition/ Lining Up</th>
<th>Excursion Off Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>* keep hands and feet to myself</td>
<td>* walk inside the building</td>
<td>* walk safely in my chair</td>
<td>* eat in designated area</td>
<td>* eat my own food</td>
<td>* wash hands</td>
<td>* stand still in line</td>
<td>* stay with my class/group</td>
<td></td>
</tr>
<tr>
<td>* walk around school</td>
<td>* ask to use electrical equipment</td>
<td>* sit on the floor</td>
<td>* walk safely</td>
<td>* eat properly</td>
<td>* keep water in the sink</td>
<td>* walk, when moving around the school</td>
<td>* walk on and off buses</td>
<td></td>
</tr>
<tr>
<td>* stay in school grounds</td>
<td>* use inside the right way</td>
<td>* sit on the floor</td>
<td>* play equipment safely</td>
<td>* use toilet paper properly</td>
<td>* correct toilet block</td>
<td>* order lunch before school</td>
<td>* have bag and equipment ready</td>
<td></td>
</tr>
<tr>
<td>* climb only on playground equipment</td>
<td>* ask the main building in lines</td>
<td>* sit safely in my chair</td>
<td>* play pedestrian crossings</td>
<td>* use toilet correctly</td>
<td>* flush toilets</td>
<td>* be on time for class</td>
<td>* show pride in self and school</td>
<td></td>
</tr>
</tbody>
</table>
| * follow adult directions | * walk in lines | * sit safely on the floor | * walk bikes in and around school grounds | * put to a teacher | * go straight in and straight out | * use toilets at break times | * care for venues/pr | **Use polite language**
| **Care for others** |

#### Thinking

- Think before we act
- Thank you please and thank you
- Think about my actions and how they affect others
- Think about my own and others’ learning and working
- Think about the safety of myself and others
- Think about my best work and my best attitude
- Think about the task at hand

#### Thinking

- Try my best
- Tell the truth
- Make good choices
- Make good choices with words
- Take care of my own belongings
- Take care of others’ property
- Be in the right place at the right time

#### Thinking

- Use kind words and actions
- Be tolerant and fair
- Listen to the speaker
- Use manners
- Wear school uniform
- Ask before you take

#### Thinking

- Keep noise to a minimum
- Greet others
- Ask before using something we don’t own
- Let others join in
- Take turns
- Allow others to play their games
- Ask permission to join
- Have one person per toilet
- Wait my turn and respect the privacy of others
- Stand back and wait my turn
- Say please and thank you
- Allow personal space
- Show pride in self and school
- Care for venues/pr
- Use polite language
- Care for others
5. Built-in behaviour support

The values and behaviour matrix underpins the processes that occur at Mount Tyson State School.

Teaching and Communication

Teaching: The Teaching of values and expectations occurs in classrooms and on weekly parades.

Communication:
- The values and expectations matrix are displayed in all areas of the school including classrooms, the hall and staffroom;
- The schools values are placed in prominent positions in the school;
- The values and expectations are communicated each fortnight in newsletters;
- The values and expectations matrix is in our playground folder;
- This Responsible Behaviour Plan forms part of our induction package for new staff.

Focus of the fortnight: Each fortnight there will be a focus on a value for the week. A review of data and staff discussion may underpin the focus of the fortnight. The focus is taught, communicated in the newsletter and forms the basis of our reward system.

Data and Teamwork

Data is recorded by staff. Minor and Major Behaviour is recorded on OneSchool. Student of the week is also recorded on OneSchool. Gotcha Certificates are colour coded and collated by school leaders for staff. This will result in:
- Discussion of trends during each staff meeting
- Analysis of recent data and the possible formation of our focus for the fortnight
- Discussion of behaviour management practices and pro-active strategies.

The Christine Richmond’s balanced models guides all staff in their daily management of student behaviour

Reinforcing Expected School Behaviour

Teachers and teacher aides receive regular training in basic behaviour management and are skilled at reinforcing positive behaviour on a regular basis. (Essential Skills Classroom Management)

Teachers will issue three positive behaviour awards each week. These are presented at a weekly parade, parents are invited to this parade and winners are communicated in newsletters.
The staff issue “Gotcha” certificates in all parts of the school. These are often based on our focus of the week from our Values and Expectations Matrix. Students place these in sealed boxes in classrooms and around the school. There is a major raffle at the end of each week and a student from each class win a prize. Winners are communicated in the weekly newsletter.

Re-directing low-level and infrequent problem behaviour

At Mount Tyson State School we recognise that prompt and timely intervention can prevent escalation of unwanted behaviour.

Low level redirecting is based on the professionalism of staff that are regularly trained in behaviour management. (Essential Skills Classroom Management). Our values and expectations matrix is a guide to ensure consistency. Low level responses from staff may include:

- Tactically Ignoring Behaviour
- Recognising the students who are behaving positively
- Stating the rule
- Redirecting
- Diverting

6. Targeted Behaviour Support

Each year a very small number of students at Mount Tyson State School are identified through our data as needing extra assistance 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.

As situations arise, staff will take the opportunity to provide feedback to students to recognise how successful their behaviour choices have been in adding to their quality of life.

Specific Teaching – Nine Values of Australian Schooling is a way of life in our School and as such creates a positive climate where there is steady peer pressure for students to behave in pro-social and non-violent ways.

7. Intensive Behaviour Support

Mount Tyson State School 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 Principal:

- works with other staff members to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection
- makes adjustments as required for the student, and
- works with the School Behaviour Team to achieve continuity and consistency.

Principal 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 district-based behavioural support staff.

8. Emergency responses or Critical Incidents

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.
An emergency situation or critical incident is defined as a major or minor 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*
(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, minimise body language, 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 redirect 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 Mount Tyson State School’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
• school disruption
• refusal to comply
• verbal threats
• leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:
☐ be reasonable in the particular circumstances,
☐ be in proportion to the circumstances of the incident
☐ always be the minimum force needed to achieve the desired result, and
☐ take into account the age, stature, disability, understanding and gender of the student.

Record keeping
Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:
☐ incident report (Appendix 4)
☐ Health and Safety incident record
☐ debriefing report (for student and staff) (Appendix 5).

9. Consequences for Unacceptable Behaviour

Mount Tyson State School 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 school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the 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 Principal

Minor behaviours are those that are safe and:
☐ are minor breeches 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
☐ do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

- a re-direction procedure. The staff member takes the student aside and responds, corrects or discourages:
- a minor consequence logically connected to the problem behaviour, such as completion of unfinished work
- 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.
referral to the principal, contacting the parent, behaviour contract may occur following continued minor behaviours.

All minor behaviours are recorded on OneSchool. Our extensive monitoring system may indicate a student being recorded for a number of minors in a short period of time. This can result in intervention by the principal and/or discussion of strategies at staff meetings.

**Major** behaviours are those that:
- significantly violate the rights of others
- are unsafe and put others / self at risk of harm

**Major** behaviours result in an immediate referral to the Principal because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and direct the student to the principal or notify the principal. **All major behaviours referred to the principal**

All major behaviours are recorded on OneSchool.

Major problem behaviours will result in the following consequences. **This level system is a guide used by the principal and students and parents are not informed of their level.**

**Level One:** Alternate lunchtime activities, loss of leadership badge, behaviour contract, restitution, written apology, loss of break times, internal suspension (half day), parental contact, warning regarding future consequence for repeated offence

**Level Two:** Parent contact, internal suspension (one day or more), referral to Guidance Officer and or Behaviour Support Teacher, Loss of privileges, individual behaviour plan, and suspension from school. (Students are typically on this level after repeated major incidents)

**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.

The minor and major behaviour matrix has suggested consequences. **There is professional discretion by the staff and by the principal. These Factors are considered:**
- the frequency of an incident by a child;
- the severity of the incident;
- and the context of the incident.

Our aim is to achieve consistency as a team
<table>
<thead>
<tr>
<th>Area</th>
<th>Minor</th>
<th>Suggested Consequences</th>
<th>Major</th>
<th>Suggested Consequence for first incident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Movement around the school</td>
<td>Running on concrete</td>
<td>Discussion</td>
<td>Possession of weapons</td>
<td>Suspension/exclusion</td>
</tr>
<tr>
<td></td>
<td>Running in stairwells</td>
<td>Discussion</td>
<td>Throwing hard objects at someone</td>
<td>Loss of 2 or more breaks</td>
</tr>
<tr>
<td></td>
<td>Not walking bike in school grounds</td>
<td>Discussion</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Out of bounds</td>
<td>Discussion</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Play</td>
<td>Incorrect use of equipment</td>
<td>Discussion/banned</td>
<td>Possession of weapons</td>
<td>Suspension/exclusion</td>
</tr>
<tr>
<td></td>
<td>Not playing approved games</td>
<td>from use</td>
<td>Throwing hard objects at someone</td>
<td>Loss of 2 or more breaks</td>
</tr>
<tr>
<td></td>
<td>Playing in toilets</td>
<td>Discussion</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not playing fairly</td>
<td>Banned from the game</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Throwing hard objects</td>
<td>Loss of break time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical contact</td>
<td>Pushing and shoving</td>
<td>Discussion/loss of</td>
<td>Physical Aggression</td>
<td>Loss of 2 or more breaks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>break time</td>
<td>Fighting</td>
<td>Loss of 2 or more breaks</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Self-harm</td>
<td>Contact parent, GO, Regional Director</td>
</tr>
<tr>
<td>Attire</td>
<td>No hat in the playground</td>
<td>Reminder/play</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No shoes in the playground</td>
<td>undercover</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reminder/play</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>undercover</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class</td>
<td>Not completing class tasks</td>
<td>Complete in break</td>
<td></td>
<td>Contact parent/contract</td>
</tr>
<tr>
<td></td>
<td>Disruption in class (noises)</td>
<td>time</td>
<td></td>
<td>Parent, internal suspension</td>
</tr>
<tr>
<td></td>
<td>Leaving seat during activities</td>
<td>Loss of break time</td>
<td></td>
<td>Internal suspension</td>
</tr>
<tr>
<td></td>
<td>Refusing to complete class tasks</td>
<td>Loss of break time/</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>time out</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Complete in break</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>time/contact parent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being in the right place</td>
<td>Not being punctual for class</td>
<td>Loss of break time</td>
<td></td>
<td>Ensure safety, inform parents</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Inform parent, internal suspension</td>
</tr>
<tr>
<td>Following instructions</td>
<td>Failure to follow adults request</td>
<td>Contact parent/loss of</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>break time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acceptance of outcomes of</td>
<td>Dishonesty</td>
<td>Discussion</td>
<td></td>
<td>Contact parent, comply with consequence</td>
</tr>
<tr>
<td>behaviour</td>
<td>Failure to comply with consequence</td>
<td>Contact parent</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>/comply with consequence</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(minor)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rubbish</td>
<td>Littering</td>
<td>Pick up papers</td>
<td></td>
<td>(all) Loss of 2 or more breaks or internal suspension, written apology, Contact parents</td>
</tr>
<tr>
<td>Language</td>
<td>Swearing</td>
<td>Loss of break time</td>
<td>Offensive language</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rude talk</td>
<td>Loss of break time</td>
<td>Aggressive language</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Back chatting</td>
<td>Discussion away</td>
<td>Verbal abuse / directed profanity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Outbursts</td>
<td>from peers</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student given time</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>before behaviour</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>addressed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Property</td>
<td>Lack of care for the environment</td>
<td>Restitution</td>
<td></td>
<td>Discussion with parent</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Restitution/suspension</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Restitution/suspension</td>
</tr>
<tr>
<td>Bullying</td>
<td>bullying</td>
<td>discussion with</td>
<td>Cyber-bullying</td>
<td>Loss of computer access, suspension.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>parent</td>
<td>Continual bullying, harassment</td>
<td>Contact parent, or suspension</td>
</tr>
<tr>
<td>Other</td>
<td>Possession or selling of drugs</td>
<td></td>
<td></td>
<td>Suspension/exclusion</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Inform parent, GO for repeated</td>
</tr>
</tbody>
</table>
10. Network of Student Report

Students at Mount Tyson State School are supported through our regional support team. We teach replacement behaviour, use positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Senior Guidance Officer

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

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Neighbourhood Centre.

11. 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.

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

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic 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,

12. 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
13. Related Policies and Procedures

Inclusive Education 2013
Learning and Wellbeing Framework 2012

School Community Procedures:
- Student Protection v6.4

Student Learning and Wellbeing Procedures:
- Safe, Supportive and Disciplined School Environment v7.2
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students v3
- Supporting Students Mental Health and Wellbeing v2.3

School Management Procedures:
- Enrolment in State Primary, Secondary and Special Schools 5.6
- Flexible Arrangements for School Students v2.1
- Exemptions from Compulsory Schooling and Compulsory Participation v3.3
- Managing Risks in Schools v5.1
- Managing Student Absences and Enforcing Enrolment and Attendance at State Schools v3.8

14. Related Resources

- Better Behaviour Better Learning
- Bullying... No Way!
- Schoolwide Positive Behaviour Support
- Learning and Wellbeing Framework
- Code of Conduct for School Students Travelling on Buses
- Parent and Community Engagement Framework

15. Research

This responsible Behaviour Plan is underpinned by the ideas and research in the following titles:

- “Classroom Behaviour – Third Addition” - Bill Rogers
- “Teacher Leadership and Behaviour Management” - Bill Rogers
  (Chapter 4 “The Balance Model; Minimalism in Behaviour Management” – Christine Richmond)
- “Teach More, Manage Less” – Christine Richmond
- “Lead More, Manage Less” – Christine Richmond