Mudgeeraba State School

Responsible Behaviour Plan for Students

**Purpose**
Mudgeeraba 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 supportive of their lifelong wellbeing.

This 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.

**Consultation and data review**
Mudgeeraba State School developed this plan in collaboration with our school community. Broad consultation with staff, students and parents was undertaken through information sessions, parent/student survey distribution and community meetings held as part of the school wide review in 2015. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents also contributed to the review of this plan.

The Plan was endorsed by the Principal, the President of the P & C and Regional Executive Director of schools originally in December 2009 and was reviewed and updated in 2012 and 2015, as required by legislation.

**Learning and behaviour statement**
Mudgeeraba State School is committed to ensuring that every day, in every lesson, every student is learning and achieving within a safe, supportive and disciplined learning environment. Our school promotes a positive and inclusive school community that affirms the rights of all members of the school community to feel safe and be safe at school. Our school recognises the reciprocal relationship between academic success and social behaviour.

In partnership with our school community, our school plan has been developed and refined through our commitment to Positive Behaviour for Learning (PBL). Establishing clear and responsive expectations and rules with an emphasis on positive outcomes, allows students to develop in a supportive environment consistent with our community values and expectations.

The key principles of PBL in maintaining a safe and supportive school environment are:
- a whole school approach
- school leadership
- parent and community engagement
- using data to inform decision making
- clear and consistent expectations for behaviour that are explicitly taught, implemented, reinforced and rewarded
- effective teaching
We expect that our students are ‘Learners, Safe, Respectful and Responsible’ and that students who demonstrate these expectations will be positively acknowledged, whilst applying consequences in a fair, developmental and responsive manner to reduce and resolve problem behaviours as required.

This approach focused on teaching students clear and explicit expectations, acknowledging students behaving appropriately and correcting students when they behave inappropriately, is also referred to as The Balanced Model of Behaviour Management (Christine Richmond, 2002).

Consistently implementing an evidence-based whole-school, positive approach to behaviour can improve social behaviour and student performance. This is supported further by parents and the community working together positively with the school and developing shared behaviour expectations, effective school leadership, quality teaching and an engaging curriculum.

Our Pillars of Student Success (pictured) provides an overview of our expectations and learning opportunities to support positive and successful attendance and engagement at Mudgeeraba State School.

We recognise that for all students that the teaching of schoolwide (universal) expectations, positive behaviour acknowledgement and consistent correction is required for maintaining an effective and disciplined learning environment. For the majority of students (demonstrated as green in the following graph), no additional support beyond the ‘universal’ behaviour support is required. For some students (demonstrated as yellow) there is need for additional targeted behaviour support, whilst a small number of students (demonstrated as red) will require access to intensive behaviour support.
Aligned to the key principles of PBL, we implement the following proactive and preventative processes and strategies to support student behaviour:

- Behaviour lessons explicitly taught by classroom teachers and reinforced by all members of staff consistently.
- Empowering students to utilise strategies to avoid and/or deescalate concerns utilising ‘The High Five’ (pictured).
- Reinforcement of learning from behaviour lessons on school assemblies.
- Reinforcement of learning from lessons during active supervision by staff.
- Recognition with stamps and raffles throughout the school day.
- Whole school recognition of positive behaviour through House Cup.
- The continual use of a consistent language across all school settings.
- Dedicated section of the school newsletter, enabling parents to be actively and positively engaged in school behaviour expectations and rules that are being explicitly taught.
- School Behaviour Leadership team members’ regular provision of information to staff and parents, and support to others in sharing successful practices.
- Individual support profiles developed for students with intensive behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all school settings.
- Development of specific polices and frameworks that form part of this plan:
  - The Positive Behaviour for Learning Expectations Teaching Matrix (Attachment 1)
  - Minor/ Major Definitions (Attachment 2)
  - The Use of Personal Technology Devices* at School (Attachment 3)
  - Procedures for Preventing and Responding to Incidents of Bullying (Attachment 4).
  - Referral forms (Attachment 5)
  - Knives (Attachment 6)
  - PBL Positive Reinforcement (Attachment 7)
  - Dress Code (Attachment 8)

**Universal behaviour support**

At Mudgeeraba State School we focus on establishing and reinforcing expected student behaviour through the consistent whole school delivery of PBL. We are focussed on explicitly teaching all students the expectations, acknowledging positive behaviour whilst correcting inappropriate behaviour.

*The Positive Behaviour for Learning Expectations Teaching Matrix* (attachment) outlines our agreed rules and specific behavioural expectations.
Reinforcing expected school behaviour
At Mudgeeraba, a formal recognition and monitoring system has been developed. This reinforcement system is designed to create and maintain a positive school culture through the quality and quantity of positive interactions between students and staff. All staff members utilise a range of classroom management skills to consistently and appropriately acknowledge and reward positive behaviour to inspire and foster intrinsic motivation in students including:

- Explicit and frequent verbal acknowledgement.
- Rewarding positive behaviour through verbal, non-verbal, immediate and delayed systems. When staff observe a student following the expectations they can choose to acknowledge students using rewards of their choice.
- In the classroom, stamps in the student’s PBL Passport are given to students and can then be traded for other rewards. The individual passport provides an instant acknowledgment whilst visibly tracking and reinforcing positive behaviour towards a longer term goal.
- In the playground, students may be given a raffle ticket which they place in a raffle box in the school administration block. At every assembly a draw takes place and the six winners have morning tea, called a ‘Hot and Cold Buffet’ with one of our Leadership team members. It is at the assemblies that many children are recognised for following our School Expectations. Tickets are never removed as a consequence for problem behaviour (refer to attachment 6).

- **Targeted behaviour support**

  It is acknowledged that some students will still sit outside the green zone and will need support to develop and demonstrate appropriate and consistent behaviours in our classroom and playground settings.

  Targeted behaviour students may be provided with an Individual Behaviour Support Plan which outlines a systematic approach to support the development of appropriate behaviours whilst targeting strategies to reduce or eliminate inappropriate behaviours.

  Students may be identified for the ‘Must B’ program where they have increased daily opportunities to receive positive contact with adults, additional support from check-in/check-out processes and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the individual’s program.

  The Must B program is coordinated by our Leadership team with staff involvement. All staff members are provided with information on the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported.

  Students whose behaviour does not improve following targeted behaviour support, or whose previous behaviour indicates a need for specialised intervention are provided with intensive behaviour support.

- **Intensive behaviour support**

  At Mudgeeraba State School we understand that problem behaviour serves a purpose. Intensive inappropriate behaviour can only be supported to change, when the complexities of the message being communicated by the behaviour are understood.
Whole school and targeted behaviour support practices within PBL supports the behavioural needs of all children. Intensive behavioural needs require additional program design and support, so that the student can replace the inappropriate intensive behaviour with an appropriate behaviour.

Intensive behaviour support relies on the shared understanding, responsibility and commitment of all stakeholders (parents, school staff and external specialists) to positively and appropriately support successful school attendance and engagement.

Students are identified for intensive behaviour support through our Student Needs Advisory Committee referral process or directly through a Leadership team referral. Support for every individual is unique and takes into account the individual circumstances and actions of students. Intensive inappropriate behaviour often requires intensive data gathering, which may include the assistance of specialist and/or external agencies to identify the purpose and cause of the behaviour and to assist with the correction.

Most intensive behaviour support students will be provided with an Individual Behaviour Support Plan to target individual behavioural expectations, supports, acknowledgments and corrections. Effective plans are fluid and respond to the changing behaviours of student. Support plans in the early phases of change, may not be formally documented until effective and consistent strategies are identified. It is at this time of beginning success, that documentation is likely to take place.

1. Emergency responses or critical incidents

It is important that our community has a clear and 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 students, staff and visitors are kept safe.

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

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

Staff will use reasonable measures to ensure the safety and wellbeing of students, staff, visitors and themselves and seek assistance from the Leadership team in managing critical incidents. The following basic defusing strategies are to be considered:

- **Ensure the immediate safety of students, staff and visitors (and yourself):** Keep the area safe, direct onlookers to a safe area in a calm and clear manner and call for assistance from the Leadership team, or other staff as required.
- **Avoid escalating the problem behaviour:** Avoid shouting, cornering the student, moving into the student’s space, touching or grabbing the student, sudden responses, running at the student, 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 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.

**The use of Physical Intervention or restraint**

Staff may use physical restraint, involving the manual restriction of a student’s movement for reasons of safety in cases where a student is behaving in a manner that is potentially injurious to themselves or others, or to prevent serious property damage. It is used only as an immediate or emergency response or as part of a student’s individual plan, including prevention of self-harming behaviours.

School staff are responsible for using physical restraint:
• as an immediate or emergency response
• as part of student’s individual plan, including prevention of self-harming behaviours
• when other options have been considered such as allowing the student to withdraw or move away, or moving other people from the situation
• after considering the welfare of student, staff and other students
• with such force as is reasonable under the circumstances

The Principal is responsible for ensuring:
• an individual student plan which includes the use of planned physical restraint is approved by the principal, and has been forwarded to the Principal’s supervisor and been uploaded in OneSchool
• physical restraint training has been provided to staff who have students with an individual plan
• appropriate observation and support for the student, other student and staff during and after an incident
• parents/carers are contacted and an incident report completed.

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:
• minor 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.

2. Consequences for unacceptable behaviour

Students come to school to learn and teachers to be able to teach. Student behaviour that does not comply with the expected standards is not acceptable and consequences are applied to:
- provide the opportunity for all students to learn
- ensure the safety of staff and students
- assist students who exhibit challenging behaviours to accept responsibility for themselves and their actions.

In applying consequences for unacceptable student behaviour, the individual circumstances and actions of the student, such as the student’s behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements, and the needs and rights of school community members will be considered at all times.

We assist students to manage their behaviour by:
- Re-directing minor and infrequent problem behaviour by reminding the student of our expected school behaviours. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.
- In the classroom, staff will utilise *Essential Skills for Classroom Management* to redirect unacceptable behaviour and acknowledge positive behaviour and if necessary will:
  - Provide students with a warning, restating the expectation, giving a specific direction and choice.
  - Utilise time out in class to support reflection.
  - Utilise time out in a buddy class to de-escalate behaviour and remove the current distractors and influences to enable reflection.
  - Refer students for office intervention for continued disruptive and repeated behaviours breaching school expectations.
- In the playground, staff will
  - Provide students with a warning, restating the expectation, giving a specific direction and choice.
  - Utilise time out to support reflection.
  - Direct students to designated play areas
  - Refer students for office intervention for continued disruptive and repeated behaviours breaching school expectations.
- Leadership team members when managing repeated and major inappropriate behaviours may apply a range of consequences including:
  - Discussion; school expectations
  - Natural consequence; apology
  - Completing work in the office until the next break
  - Collecting rubbish at break time
  - Reflection Room (detention)
  - Behaviour contract/plan
  - Parent contacted by member of Leadership team
The Principal or delegate may also apply the following consequences that are authorised by the Department of Education, Training and Employment, which include:

- Detentions, including detention on a non-school day
- Discipline Improvement Plans
- Community Service Interventions
- Suspensions
- Exclusions

These consequences are used as the last resort for serious behaviour after consideration has been given to all other responses. Access to alternative programs and input from other agencies may be necessary for students who repeatedly do not comply with expected standards of behaviour.

**Grounds for School Disciplinary Action includes:**

- Disobedience
- Misbehaviour
- Conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school
- Conduct that adversely affects, or is likely to adversely affect, the good order and management of the school
- Persistently disruptive behaviour adversely affecting others
- Other conduct prejudicial to the good order and management of the school
- Other Serious conduct prejudicial to the good order and management of the school
- Physical Misconduct involving Adults not involving an object
- Physical Misconduct involving Adults involving an object
- Physical Misconduct involving Students not involving an object
- Physical Misconduct involving Students involving an object
- Property Misconduct involving own property
- Property Misconduct involving other's property
- Refusal to participate in the program of instruction
- Substance Misconduct involving tobacco
- Substance Misconduct involving other legal substances
- Substance Misconduct involving an illicit substance
- Verbal or Non Verbal Misconduct involving Adults
- Verbal or Non Verbal Misconduct involving Students
- Property Misconduct involving own property
- Property Misconduct involving other's property
- Refusal to participate in the program of instruction
- Substance Misconduct involving tobacco
- Substance Misconduct involving other legal substances
- Substance Misconduct involving an illicit substance
- Verbal or Non Verbal Misconduct involving Adults
- Verbal or Non Verbal Misconduct involving Students

**Note:**

- The conduct of a student includes an omission to perform an act by the student.
- The conduct of a student may be a ground for suspension or exclusion, even if the conduct does not happen on school premises, or during school hours.
- An offence includes an act or omission committed outside of Queensland that would be an offence if it were committed in Queensland.

### 3. Network of Student Support

The network for support at Mudgeeraba State School includes the involvement of a team of personnel and agencies. This network includes, but is not limited to:

- School teaching and support staff
- School leadership team
- Parents/Carers
- School Guidance Officer and Senior Guidance Officer
- Student Needs Advisory Committee (SNAC)
- School Chaplain
All students are initially supported by their class teachers and a Leadership team member. Where ongoing or significant matters of a concern require more specialised or intensive support, the student will be referred to the SNAC and/or the Behaviour Management committee for appropriate action. These committees provide support to students who require more targeted or intensive support. The school also accesses Regional support staff as needed.

Government agencies such as Child and Youth Mental Health Service, Department of Communities - Child Safety, Queensland Health Services and the Queensland Police Service - Child Protection Investigation Unit also work closely with the school to provide support as required.

4. Consideration of individual circumstances
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.

Mudgeeraba 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.

5. 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 Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

6. Related policies and procedures
- Statement of expectations for a disciplined school environment policy
- 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

7. Some related resources

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

Endorsement

Principal

P&C President or Chair, School Council

Date effective: from 21 October 2016 to 21 October 2019.

Attachments
1. Mudgeeraba State School Expectations Matrix – Positive Behaviour for Learning
2. Minor and Major Behaviour Matrix
3. The Use of Personal Technology Devices* at School
4. Procedures for Preventing and Responding to Incidents of Bullying
5. Referral forms
6. Weapons and Knives
7. PBL Positive Reinforcement
8. Dress Code