Morningside State School

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

1. Purpose

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

Morningside State School is committed to providing a supportive and inclusive learning environment for all students. 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.

2. Consultation and data review

As part of this commitment, periodic review processes for the Behaviour Management and Social Education Programs is necessary at least every 3 years, to ensure that existing practices align with current needs and understandings and are in line with Education Queensland’s Code of School Behaviour.

In 2014 a review of the Responsible Behaviour Plan for Students was conducted in collaboration with parents, staff and students through surveys and meetings.

A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2009-2014 also informed the development process. The plan will be reviewed in 2015.

3. Learning and behaviour statement

At Morningside State School we provide a positive learning environment for a diverse range of learning styles and individual needs. We believe education is a life-long process and students need to be empowered to take ownership of their own learning and behaviour. Students, teachers, parents, caregivers and community members are all active participants in our school.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our school plan, shared R.I.S.E expectations for student behaviour are communicated to everyone, assisting Morningside 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.

As a School Wide Positive Behaviour School Morningside State School is committed to R.I.S.E:

- Respectful learning environments
- Inspiring lifelong learning
- Supportive and balanced communities
- Effort towards academic excellence
School beliefs about behaviour and learning

Our strategy is grounded in the belief that the practices and behaviour of teachers and other staff members at our school can, and do, influence student behaviours. At Morningside State School, we operate the following beliefs about behaviour and learning aligned with those to the School Wide Positive Behaviour Support and our R.I.S.E expectations.

At Morningside State School we believe a positive learning environment which caters for a diverse range of learning styles and individual needs provides opportunities for children to exhibit constructive learning behaviours. We believe positive relationships between adults and children underpin learning success and productive behaviour choices at school.

Our behaviour learning strategy uses a range of positive and responsive interventions, as well as whole group and individualised strategies, to achieve important social and learning outcomes that assist in beneficial, long-term behaviour in children.

The underpinning belief that students are responsible for their own learning and behaviour is strengthened and supported by the belief that the school’s role is to support the development of responsible thinking in students. An outcome of this would be their decision to choose acceptable behaviour over unacceptable behaviour.

We actively create a supportive environment through our practices of:

- A range of R.I.S.E positive rewards and incentive programs
- Appropriate environmental adjustments
- Consistent and fair management of inappropriate behaviour

We believe when this learning happens it is vital to:

- Celebrate diversity and recognise everyone has skills and strengths to contribute;
- Differentiate and meet the needs of students not only academically but behaviourally and social emotionally.

Our school rules are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour. Shared school expectations for student behaviour are displayed throughout the school.

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

- Universal behaviour support

At Morningside State School, we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school, enabling students to make good choices and to acknowledge students for responsible thinking and decision making.

We believe effective behaviour support requires the creation of a positive whole school culture. In 2013 we began the implementation of School Wide Positive Behaviour Support (SWPBS).

Communicating behavioural expectations is a form of universal behaviour support – a strategy directed towards all students designed to prevent problem behaviour and provide a framework for responding to unacceptable behaviour.
Whole school plans and practices are used to guide students in achieving expected standards of behaviour. These include:

- School R.I.S.E Expectations
- Student Leadership Programs
- RISE incentives and whole school rewards
- Re-Thinking Processes
- Student led projects supported by the student leaders
- Organised lunch time activities
- Collaborative Team Planning
- Class meetings

These expectations are communicated to students via a number of strategies, including:

- R.I.S.E lessons conducted by classroom teachers
- Reinforcement of learning from SWPBS R.I.S.E lessons
- Whole school assemblies and during active supervision by staff
- Active supervision during classroom and non-classroom activities

**Targeted behaviour support**

To support students with challenging behaviours or with frequent occurrences of inappropriate behaviour, the following plans and practices are in place:

- Whole school R.I.S.E GOTCHA reward system
- Individual behaviour support plans
- Whole school process flowchart
- Whole school in class - Student Behaviour Chart
- Fortnightly SWPBS Team meetings in 2013/14
- Intervention meetings involving Teacher, Parent, Child and Administration

At Morningside State School, we expect all students who bring mobile phones or other electronic devices to school to hand them in at the office upon arrival to school, then collect at the end of the day.

**Intensive behaviour support**

Morningside State School recognises that a few students have highly complex and challenging behaviours and so need comprehensive systems of support. In these cases, support is achieved through:

- Guidance Officer referral
- Behaviour Support Services referral
- Department of Communities (Child Safety) referral
- Police and Juvenile Aid Bureau referral

Reinforcing expected school behaviour

At Morningside State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system will be developed as part of the SWPBS process. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.
Responding to unacceptable behaviour

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school’s expectations.

Our preferred way of re-directing low-level problem behaviour is to use the Re-Thinking process – ask them to think of how they might be able to act more safely, more respectfully or more responsibly. 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.

Each year a small number students at Morningside State School are identified through our data as needing a little bit extra 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. Support for these students include:

- In-school referral process for teachers seeking assistance to support students with targeted-level needs
- Parent and community engagement
- Team approach to supporting students on targeted support programs
- Making adjustments as required to address individual students’ needs

5. 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 unacceptable behaviour. This consistency ensures that actions taken are responsive to the safety and well-being of students and staff.

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 unacceptable behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety and well-being of the student or others is likely to be placed at serious risk.

Immediate Strategies

- Avoid escalating the unacceptable 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 situation or incident, 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.

Reinforcement and Correction Strategies
- 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 unacceptable behaviour then remind
them of the expected school behaviour and identify consequences of
continued unacceptable behaviour.

Follow Up Strategies
- Restore normal school operations as soon as possible.
- Provide post incident opportunities that include:
  - Assisting any distressed student/s to access appropriate support, e.g.
    Guidance Officer.
  - Parent/carer engagement through clear communication
  - Assisting the individual 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.
  - Recording a reflection or individual learning plan to assist the student
    to develop a personal framework of expectations and appropriate
    actions.

Physical Intervention
Staff may make legitimate the 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 Morningside State
School’s staff demonstrate a duty of care to protect students and staff from
foreseeable risks of injury. 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 reduce the risk of harm to self or others
- take into account the age, stature, disability, understanding and gender of the student.

6. Consequences for unacceptable behaviour

Morningside 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. An incident referral form is used to record all minor and major problem 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 Administration team

**Minor** behaviours are those that:
- 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 minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student
- a re-direction procedure. The staff member takes the student aside and:
  1. names the behaviour that student is displaying,
  2. asks student to name expected school R.I.S.E behaviour,
  3. states and explains expected school behaviour if necessary
  4. gives positive verbal acknowledgement for expected school behaviour.

**Major** behaviours are those that:
- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration.
Major behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. Incidents will be investigated and the Principal will determine the appropriate consequence. (appendix 1 & 2 Flowchart & Matrix)

Levels for inappropriate behaviours (appendix 3. Classroom SWPBS Chart)
Morningside State School use a variety of preventative and proactive whole school processes to facilitate standards of positive behaviour and meet the needs of all children and to instil an internal motivation to succeed and make choices appropriate at school.

The following strategies are in place as proactive measures against behaviour incidents.

- Staff constantly modelling and displaying expected behaviour, treating all students equally and building rapport,
- All staff using the same RISE language model that provides students with opportunities for discussion, problem solving and choice,
- Staff engaging in preventative skills related to school’s context and location, for example Essential Skills Training, regular SWPBS meetings, OneSchool data.
- Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

At Morningside State School, four levels of support/intervention exist.

**Step 1: Warning** - Students are reminded of the appropriate expectation.

*Re-directing low-level*

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our RISE school expectations.

Our preferred way of re-directing low-level problem behaviour is to ask them how they might be able to act more respectfully, more Inspiringly, more supportively and demonstrate more effort. 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.

**Step 2: 2nd Warning** – Time out in class, student to complete a re-thinking behaviour sheet. Teacher and student discuss the rethinking responses after a ten minute interval. Teacher records on an anecdotal class record each time a student re-thinks at the classroom time out table. This will track behaviour in order to find trends and monitor the frequency of the behaviours.

**Step 3: Buddy Class** - At step two, a teacher contacts a member of the administration team. The administration team member supportively escorts the student to buddy class for re-thinking. Administration staff member collects the student after ten minutes and discusses the completed rethinking form with the student. The student is then returned to class.
Step 4: Office Referral
Staff members are to contact the office administration staff. Students will move to step 4, as a result of continued inappropriate behaviour within a short time of being placed on step 3, or directly onto Step 4 as a result of a very serious or dangerous incident. Administration staff conduct an investigation which includes gathering statements from staff and students. Step 4 denotes a possible internal suspension or external suspension of 1-5 days, 6-20 days pending investigation. On return to school, individual behaviour plans are developed to support the student and classroom teacher.

Suspension with recommendation for exclusion. School Disciplinary Absences will be used after the unique circumstances of the situation and all other responses have been considered. Certain types of behaviour are serious enough to warrant the consequence of recommendation for exclusion.

7. Network of student support
The network of personnel who provide support for our students includes:

- Class teacher
- Parents/caregivers
- Administration – Principal, Deputy Principal, HoSES
- Teacher Aides
- Guidance Officer
- Advisory Visiting Teachers – Behaviour
- Support Teacher Literacy and Numeracy
- School Chaplain

Opportunities for students to access this network occur through direct referral to the school based Student Support Team via discussion with the classroom teacher, Principal, Deputy Principal, the SWPBS Team, or individual intervention meetings.

Support 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

8. 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.

Morningside 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:
  o express opinions in an appropriate manner and at the appropriate time
  o work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  o receive adjustments appropriate to their learning and/or impairment needs,

9. Related legislation

• Commonwealth Disability Discrimination Act 1992
• Commonwealth Disability Standards for Education 2005
• Education (General Provisions) Act 2006
• Education (General Provisions) Regulation 2006
• Criminal Code Act 1899
• Anti-Discrimination Act 1991
• Commission for Children and Young People and Child Guardian Act 2000
• Judicial Review Act 1991
• Workplace Health and Safety Act 1995
• Workplace Health and Safety Regulation 1997
• Right to Information Act 2009
• Information Privacy (IP) Act 2009

10. Related policies

• SMS-PR-021: Safe, Supportive and Disciplined School Environment
• CRP-PR-009: Inclusive Education
• SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools
• SMS-PR-022: Student Dress Code
• SMS-PR-012: Student Protection
• SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
• GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
• ICT-PR-004: Using the Department's Corporate ICT Network
• IFM-PR-010: Managing Electronic Identities and Identity Management
• SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
• SMS-PR-018: Information Sharing under Child Protection Act 1999
• SMS-PR-008: Family Law Matters Affecting State Educational Institutions
• SMS-PR-017: Enforcement of Compulsory Education Provisions
• HLS-PR-012: Curriculum Activity Risk Management
• LGS-PR-002: Freedom of Information
• SMS-PR-001: Publishing Student and Staff Information on School Web Sites
• SMS-PR-029: Managing Student Absences
• SMS-PR-024: Internet – Student Usage
11. Some related resources

- National Safe Schools Framework (ncab.nssfbestpractice.org.au/resources/resources.shtml)
- National Framework for Values Education in Australian Schools (www.valuesseducation.edu.au)
- National Safe Schools Week www.safeschoolsweek.dest.gov.au
- Bullying. No Way! (www.bullyingnoway.com.au)
- MindMatters (www.curriculum.edu.au/mindmatters)

Endorsement

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

Date effective:

from January 2013 to December 2015