Montville State School

Responsible Behaviour Plan for Students

This Responsible School Behaviour Plan is developed in consultation with the school community and endorsed by the Principal, President of the P&C and the Assistant Regional Director. The Plan is based on Education Queensland's 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. Montville State School is committed to providing a quality, futures-oriented education that enables all students to achieve their full potential. Essential to effective learning is a safe, supportive and disciplined environment that respects the following rights.
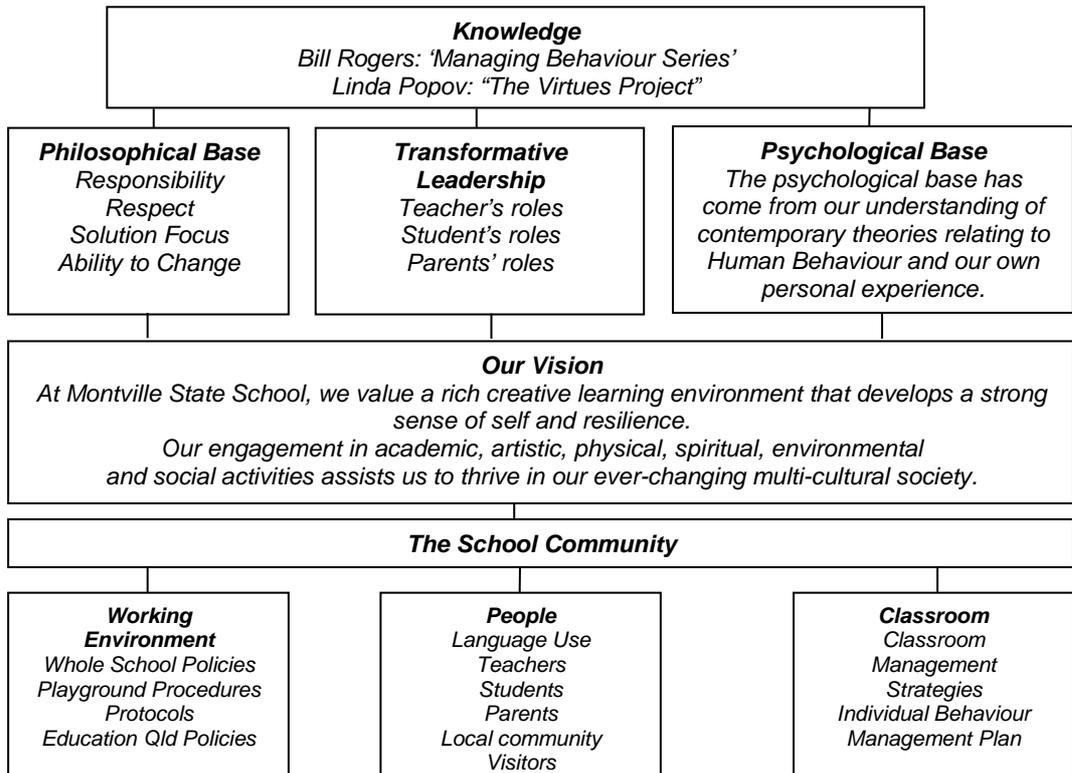- *The rights of all students to learn*
- *The rights of teachers to teach*
- *The rights of all to be safe.*

2. Consultation and data review

Montville State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken with staff and during P&C meetings in term 3, 2017. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2016 - 2017 also informed the development process. This plan was endorsed by the Principal and the President of the P&C in September 2017, and will be reviewed in 2020 as required in legislation.

3. Learning and behaviour statement

The Montville Plan is based upon:

Knowledge
Bill Rogers: 'Managing Behaviour Series'
Linda Popov: "The Virtues Project"

Philosophical Base
Responsibility
Respect
Solution Focus
Ability to Change

Transformative Leadership
Teacher's roles
Student's roles
Parents' roles

Psychological Base
The psychological base has come from our understanding of contemporary theories relating to Human Behaviour and our own personal experience.

Our Vision
At Montville State School, we value a rich creative learning environment that develops a strong sense of self and resilience.
Our engagement in academic, artistic, physical, spiritual, environmental and social activities assists us to thrive in our ever-changing multi-cultural society.

The School Community

Working Environment
Whole School Policies
Playground Procedures
Protocols
Education Qld Policies

People
Language Use
Teachers
Students
Parents
Local community
Visitors

Classroom
Classroom Management Strategies
Individual Behaviour Management Plan

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

• Universal behaviour support

**Montville State School
Expectations**

Act Responsibly
- *Play sensibly*
- *Play in safe areas*
- *Wear a hat outside*

Show Respect to
- *Yourself*
- *Others*
- *Other People's Property*
- *Others' Right to Learn*

Find Peaceful Solutions
- *Stop, Think, Do*

Be Able to Change

**Montville State School
Code of Caring**

Use of Good Manners
- *Say 'Please' and 'Thank you'*
- *Look at the person you are speaking with*
- *Refer to the person by name*
- *Listen to others when they are speaking*

Show Respect
- *Use appropriate language*
- *Follow directions cheerfully*
- *Greet people in a friendly manner*

Be Considerate
- *Work quietly*
- *Help others*
- *No 'Put Downs'*

**5 Steps To Solving Problems
At Montville State School**

Have you tried the Montville Five?

1. *Ask the person to STOP!*

2. *Using STRONG WORDS ask the person to stop!*

3. *Walk away and ask a friend or older person to help you.*

4. *Tell the person to stop or you will report.*

5. *Report to teacher.*

**5 Steps For Montville Parents
To Empower Their Children
When Solving Problems**

Have you tried the Montville Five?

1. *Ask the child if they have tried 'The Montville Five'.*

2. *Model some STRONG WORDS they can use (not SWEARING).*

3. *Help them think of a friend who could help them.*

4. *Remind them to tell a teacher if they cannot resolve the issue.*

5. *Come and see the classroom teacher to help solve the issue together and EMPOWER YOUR CHILD.*

Managing Behaviour

Montville State School has three rules:
- *Look after yourself*
- *Look after each other*
- *Look after the environment*

Those students who regularly manage their own behaviour without guidance will have their efforts acknowledged as often as possible by a variety of means, possibly including:
- *Congratulations from the teacher*
- *Congratulations from the principal*
- *Student of the week awards*
- *Mention in the Honour Book and accompanying certificates*
- *Letter to parents*
- *Language of Encouragement as outlined in ESCM*
-

Students who show improvement in their behaviour will be recognised for their efforts. This is the responsibility of the classroom teacher in collaboration with the principal.

The Code of
**School
Behaviour**

Better Behaviour
Better Learning

Queensland
Government

Teacher Reporting

- *Recording of all behaviours into OneSchool is part of the school's reporting process.*
- *Behaviour is reported to parents as part of the parent / teacher interview process.*
- *Class teachers are encouraged to devise ongoing communication mechanisms with parents in which the student's appropriate behaviour can be recognised and celebrated.*

Some ideas for teachers to celebrate the student's strengths could include:
- *Behaviour chart and certificates*
- *Student, teacher, parent communication book.*
- *Mention in the Honour Book and accompanying certificate*
- *Class meetings*
- *Internal class reward systems*

Professional Development
Montville State School will provide teachers and teacher-aides with in-service programs relating to the Implementation of Education Queensland's policies and Montville's Responsible Behaviour Plan and may also include topics:
- *Solution Focus*
- *Conflict / Resolution & Communication Skills*
- *Choice Theory*
- *Current practice in classroom behaviour management strategies*
- *Essential Skills for Classroom Management (ESCM)*
- *The Virtues*

Classroom Management Strategies
Developing effective classroom management strategies is an ongoing process. To help in this process teachers are encouraged to refer to ESCM's when and consider the following list of ideas that may help each individual teacher develop their own specific strategies.

The relationship between curriculum delivery and student's behaviour is vital to effective management strategies being implemented in the classroom.
To this end it is helpful to understand:
- *the principles of effective teaching and learning*
- *what is authentic pedagogy*
- *how we negotiate planning*
- *the least to most intrusive ways of dealing with misbehaviour (as per ESCM)*
- *the need for agreed routines*
- *the relationship that choice has to the psychological well-being of the students*
- *the positive effect that being in control has on long term health of people*
- *aligning behaviour management to learning theory*
- *establish expectations as outlined in ESCM*

Classroom Responsible Behaviour Plan
A Responsible Behaviour Plan could include using the following:
- *a behaviour chart and certificates (reward systems that outline*
- *consequences both positive and corrective)*
- *Individual Management Programs (IMPs)*
- *buddy teachers/class*

- *target behaviours of concern*
- *curriculum modifications*
- *environmental adjustments*
- *communication adjustment that ensures that all parties are receiving the desired message*

Each classroom will have a behaviour management chart. This chart is to include: Safe Zone, 1st Warning, 2nd Warning, Classroom timeout, 3rd Warning, Principals Office. This is to be reset to the safe zone everyday and follow the classroom Responsible Behaviour Plan

Playground Procedures

All school personnel will be encouraged to follow a consistent least intrusive to most intrusive approach when dealing with misbehaviour in the playground. The consistent use of language is perhaps the most important aspect of this approach. Teacher walks and talks with students.

- *Teacher explains expectations of students playing group games before they start.*
- *Teacher communicates to new teacher on duty about any problems.*
- *Teacher reminds student of their job.*
- *Teacher redirects student with a choice of alternatives.*
- *Teacher redirects student to a time out area for 5 minutes.*
- *Teacher gives student timeout for the remainder of the play-time.*

Type of Language

Staff are trained in using the same language when meeting with students who have made poor choices of behaviour: Staff are encouraged to use a balance of Language of Correction and Language of Acknowledgment as outlined in ESCM. The questions to be asked are:

- *What did you do? or What are you doing?*
- *What should you have been doing?*
- *What do you need to do now?*
- *Why is this important?*

The 'Montville 5' program is introduced to new students and revisited with current students across the school on a regular basis.

Leadership and Skilling Programs

A number of strategies are implemented – particularly for the older students including:

- *Youth Toastmasters*
- *High School Transition Days (Maleny, Burnside and others)*
- *Resilient Kids Program*
- *Fun Friends Program*
- *Student Council*
- *Student Leaders*

- **Targeted behaviour support**
- *At risk students receive extra support from the principal, class teachers, support teacher (Behaviour Management) and chaplain/Student Welfare Worker either individually, in small groups or within the whole class. Students are trained in Peer mediation and in becoming playground helpers.*
- *If inappropriate behaviour continues, teacher directs student to Principal followed with a phone call. Principal talks to student relating their behaviour to the school's beliefs. Student completes a Behaviour Reflection Sheet with these questions:*

- *What did I do?*
- *What should I have been doing?*
- *What do I need to do now?*
- *Why is this important?*

- *If a serious misbehaviour or a continued misbehaviour, parents are notified of their child's behaviour by letter.*

The principal and/or staff members involved discuss with the child what behaviour is appropriate at school. Other support personnel e.g. Guidance Officer or Behaviour Regional Behaviour Support Staff may be offered to assist the student.

- **Intensive behaviour support**

Students continuing to choose inappropriate behaviours may require intense ongoing support.

- *The student is removed immediately from the playground / class and sent to Principal's office. Student remains there until behaviour is suitable to return to class or the parent/s is contacted to assist in managing the child's behaviour.*
- *The parent /s, teacher /s, principal and behaviour management specialist teacher meet to discuss the student's behaviour and to implement an individual behaviour plan. This plan will identify the desired behaviours and the proactive strategies that will be in place to achieve these behaviours.*
- *Parents are encouraged to implement similar strategies at home so the student is not subjected to mixed messages.*
- *The consequences for continued inappropriate behaviour are documented and an agreement between all parties is reached.*
- *During a 'time out' the student will complete a 'Behaviour Reflection' sheet and after time-out procedures have been completed (which could take 1 or 2 weeks for serious misbehaviours), the student will have a gradual managed return to the playground with an increase in playtime if suitable behaviour is applied, using the 'behaviour folder' system. A behaviour folder will be issued by the principal for any student each playtime. This will then be returned to the Principal indicating appropriate play occurred. If the student could not interact appropriately they would return to time out and further reflection on their behaviour.*
- *If a student is still unable to modify their behaviour, referral to a Guidance Officer or other external agencies may be considered.*
- *A record of all 'Referral for Time Out' forms, Student Behaviour Reflection Forms, Letters to Parents and Individual Management Plans is kept electronically (on OneSchool) and in hard copy (student folio).*

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 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 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.*

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 re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).*
- *Debrief (Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations).*

Physical Intervention
Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:
- *physically assaulting another student or staff member*
- *posing an immediate danger to him/herself or to others.*

Appropriate physical intervention may be used to ensure that Montville 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:
- *One School incident report*
- ***[Health and Safety incident record](link) (link)***

6. Consequences for unacceptable behaviour

Montville 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 office referral form (Appendix 3) is used to record all minor and major problem behaviour. The recording of three minor behaviours constitutes a major 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 breaches 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, apology, restitution or detention for work completion.*
- *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 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. The staff member then fills out the office referral form and escorts the student to Administration.

Major problem behaviours may result in the following consequences:
Level One: Time in office, removal to withdrawal room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, referral to behaviour specialist.
Level Two: Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school
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 proposed recommended for exclusion from school following an immediate period of suspension.

The following table outlines our schools expectations for behaviours:

WHAT DOES POSITIVE BEHAVIOUR LOOK LIKE AT MONTVILLE STATE SCHOOL?			
	LOOK AFTER YOURSELF	**LOOK AFTER EACH OTHER**	**LOOK AFTER THE ENVIRONMENT**
All Settings	• Keep hands, feet and objects to yourself • Walk on concrete areas • Follow directions • Use the Montville 5 • Use words • Be responsible for your own behaviour • Be on time • Be in the right place at the right time • Follow instructions • Wear correct uniform at all times	• Be Honest • Use polite language and tone • Wait your turn • Respect and value the differences in others • Respect others' personal space and property • Respect all adults, volunteers and visitors	• Respect and care for our school environment • Use equipment safely
Classroom	• Arrive at school by 8.40am • Walk • Site on chairs safely • Be organised • Strive for excellence • Be persistent • Stay on task • Participate fully in individual and/or group activities • Be an active listener • Wait for your turn to speak	• Raise your hand to speak • Respect others' right to learn and the teacher's right to teach • Listen to others	• Use equipment safely • Return equipment to the correct area
Eating Areas	• Site in the correct area to eat • Use good hygiene • Eat first, play second • Put lunch boxes away • Bring 'brain food' to give yourself the best chance to learn	• Eat your own food • Wait to be dismissed • Allow others the time to eat • Sit down when eating	• Remember 'litter free lunches' • Recycle scraps
Play Areas	• Play safely • Play school approved games • Use balls safely in appropriate areas • Wear shoes and socks at all times • Be sun-safe; wear a	• Play safe and friendly games • Invite others to play • Share equipment • Demonstrate good sportsmanship • Consider others who are playing games	• Play fairly • Care for the environment • Put rubbish in the in • Return equipment • Leave sticks on the ground • Play under the trees

	• broad-brimmed hat • Play in the correct areas		
To and from School	• Enter and exit school through the correct gates • Obey all road safety rules • Walk bike in the school grounds • Go straight home from school or to the agreed location • Early arrivals must sit under the building until 8.20am (first bell) • Only use playground when Principal is on duty	• Remember your before and after school arrangements • Move away and seek help if there is a problem with the behaviour of other students • Be respectful and courteous to everyone	• Represent your school with pride
Toilets	• Flush toilets • Wash hands • Use toilet and leave promptly	• Use the correct toilets • Remember to use toilets during breaks • Report any problems • Respect privacy of others	• Keep toilet area tidy
Transitions	• Enter and exit room in an orderly manner • Move between classes in an orderly manner	• Move promptly from class to eating areas • Move promptly to class after breaks • Leave school promptly • Be respectful of other classes • Excuse yourself if you need to walk between others	• Remain on pathways

Relate problem behaviours to expected school behaviours
When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- *articulate the relevant expected school behaviour*
- *explain how their behaviour differs from expected school behaviour,*
- *describe the likely consequences if the problem behaviour continues; and*
- *identify what they will do to change their behaviour in line with expected school behaviour.*

Should a problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Ensuring consistent responses to problem behaviour
At Montville State School staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Students also receive training about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member redirects their behaviour or consequences are applied for problem behaviour.

Off campus Participation
To ensure the safety of all students and the good name and reputation of our school, ongoing or repeated misbehaviours may have an effect on the student's participation in off campus activities.

7. Network of student support

Students at Montville State School are supported through 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*
- *Student Welfare Worker*
- *Behaviour Specialist*

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

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

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.

Montville 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.*

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 2011

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

10. 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

11. 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 ……………………………………… to ………………………………………