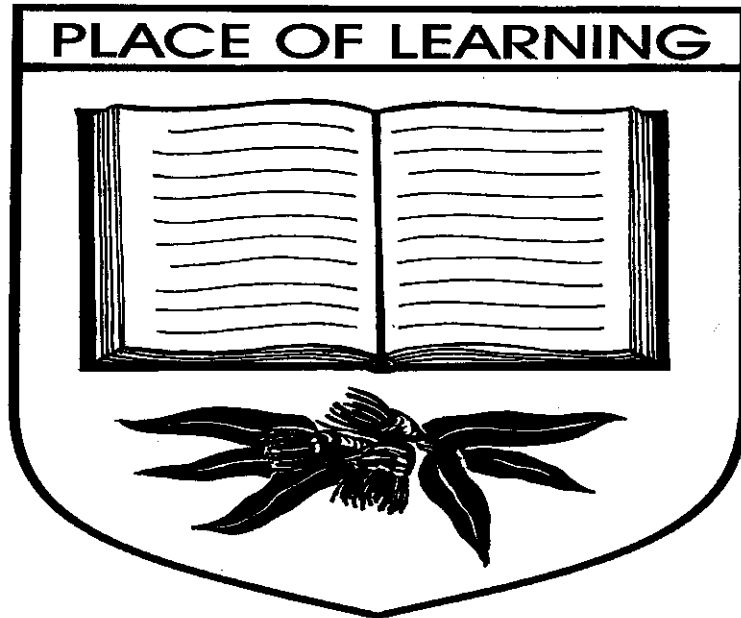


# MINIMBAH STATE SCHOOL

PLACE OF LEARNING



## RESPONSIBLE BEHAVIOUR PLAN

MINIMBAH STATE SCHOOL 2016

### Endorsement

A handwritten signature in black ink, appearing to be 'S. Bennett', written over a horizontal line.

**Sean Bennett**  
Principal

A handwritten signature in black ink, appearing to be 'Kim Stokes', written over a horizontal line.

**Kim Stokes**  
School Council Chair

Effective from June 2016 to June 2019

## **1. Purpose**

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

At Minimbah State School our purpose is to provide a safe, supportive and academically challenging environment that provides the opportunities for all students to achieve to their potential. Our school motto is 'Place of Learning' and our ethos, is 'Every Student, Every Day, Every Opportunity'.

Our Responsible Behaviour Plan for Students is based on the Code of Behaviour, National Safe Schools Framework and relevant legislation and Education Queensland policies as outlined at the end of the document.

We believe that a safe and supportive environment protects the rights of all community members. That is:

- The rights of all students to learn
- The rights of all teachers to teach
- The rights of all to be safe.

N.B All materials needed to enact to Responsible Behaviour Plan for Students can be found in the Minimbah State School Staff Handbook.

## **2. Consultation and Data Review**

Minimbah State School developed this plan in collaboration with our SWPBS (School Wide Positive Behaviour Support) team and our school community. Broad consultation with parents, staff and students was undertaken through the SWPBS process. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2013-2016 also informed the development process.

The Plan was endorsed by the Principal, the School Council Chair and the Executive Director in August 2016, and will be reviewed in 2019 as required in legislation.

## **3. Learning and Behaviour Statement**

The National Framework for Values Education recognises that partnerships with parents and caregivers and the local community are fundamental to successful student learning and growth.

### **Our school vision**

*All students and staff are committed to engaged learning, inclusive practice and outcomes for future success.*

*Minimbah is a strong learning community where learning is valued and integrity of word and action is embedded in an environment of respect, responsibility and belonging.*

## **Our values**

Respect

Responsibility

Integrity

Our approach to enacting these values is through a learning approach to behaviour:

1. Principal leadership of a team approach to behaviour
2. Parent and Community engagement
3. Data informed decision making
4. Clear consistent expectations for behaviour and
5. Explicit teaching of appropriate behaviour to all students

Our Responsible Behaviour Plan outlines our systems for facilitating positive behaviours, preventing new cases of problem behaviours and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour (our 'Behaviour Curriculum' in the form of a matrix) are plain to everyone, assisting Minimbah 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, through the SWPBS team, has identified the following school rules to teach and promote our high standards of responsible behaviour:

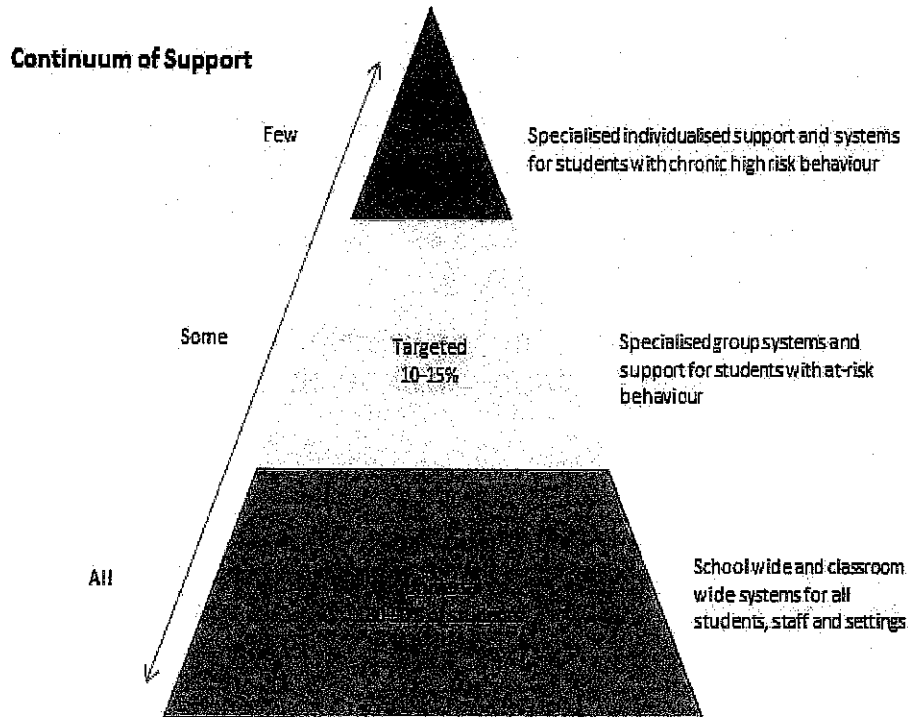
- Be respectful.
- Be safe and responsible.
- Be a good learner.
- Be fair and cooperative.

Our school rules have been agreed upon and endorsed by all staff and our school Council. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

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

A matrix of behavioural expectations in specific settings has been attached to each of our four school rules. This matrix outlines our Behaviour Curriculum – our agreed to rules and positive behaviour definitions of appropriate behaviours in all school settings.

The PBL/SWPBS framework uses a three-tiered continuum of evidenced based supports (Tier 1 'Universal'; Tier 2 'Targeted', and Tier 3 'Intensive' levels of support services) to facilitate standards of positive behaviour and to respond to unacceptable behaviour. This whole school approach shapes, supports and recognises appropriate behaviour in all students.



Tier 1 (Universal), Tier 2 (Targeted) and Tier 3 (Intensive) behaviour support includes:

- quality learning and teaching practices;
- a balanced, relevant and engaging curriculum;
- supportive and collaboratively developed procedures;
- the implementation of evidence-based programs;
- regular monitoring and review of school procedures and programs;
- professional development for all members of the school community consistent with the school's evidence-based approach to promoting positive behaviour;
- adoption of practices that are non-violent, non-coercive and non-discriminatory; and
- a continuum of whole school positive preventative action for all students.

## **Tier 1 'Universal' Behaviour Support**

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Minimbah State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

The expectations are communicated to students using a number of strategies, including:

- Behaviour lessons conducted by classroom teachers weekly, reinforced on assembly with class visual presentation of the rule of the week;
- Reinforcement during active supervision by staff during classroom and non-classroom activities
- Minimbah State School implements the following proactive and preventative processes and strategies to support student behaviour:
- Rule of the week shared in the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- Positive Behaviour Leadership / SWPBS team members' regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs
- Thinking Classroom where students develop personal plans after disrupting the learning of others
- Peer Support program, older students (Year 5) support/model/reinforce appropriate behaviours in the playground. They explicitly teach a lower school cohort a particular social skill based on cohort behaviour data eg. Resilience.
- Utilize Restorative Practices and Circle time
- Our whole of staff trained in Aus Identities, have the whole school population 'typed' so this can be utilized when grouping students and understanding how student best learn and some of their challenges.

As a "Place of Learning" Minimbah celebrates and recognises behaviours that lead to success in school. This range of desirable behaviour traits can be seen as aspirational and are publically recognized via certificates given at different time periods (week, month, term, and semester) across the school year. These include and is not limited to:

- Student of the Week
- Class awards for Specialist subjects
- Student of the Month
- Positive Parent Phone calls home
- Zero Hero – great school attendance
- Post Cards Home
- Brilliant Behaviour cards (Proud Pencil's) to reward positive behaviour.

## **Responding to unacceptable behaviour**

Consequences for unacceptable behaviour are intended to be logical and educative. It is our aim to encourage all students to participate productively in the learning experiences provided and to respect the rights of others. We want all students to be responsible for the behaviour choices they make and to develop self-control and self-management skills.

Consequences are managed by staff after consideration of the individual circumstances, severity of the behaviour, previous interventions and the practicality of provision.

Tier 1 'Universal' behaviour support:

### *Re-directing low-level (minor) and infrequent problem behaviour*

Staff at Minimbah State School apply a preventative approach to re-direction and make appropriate use of least to most intrusive redirection strategies based on the Essential Skills for Classroom Management. 'Precorrection' and 'prompts' are examples of preventative strategies. 'Least intrusive' strategies may include selective attending, proximity and non-verbal cueing. When a student exhibits low-level (minor) and infrequent problem behaviour, the initial verbal 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. 'Most intrusive' strategies include redirections, giving choices and following through, and removal to time out / reflection room for repeated low-level problem behaviours.

Our preferred way of re-directing low-level problem behaviour is to ask students to think of how they might be able to act more Safely, Respectfully, and 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.

Major problem behaviours are referred to the Principal.

### **Tier 2 'Targeted' behaviour support:**

Each year a number of students at Minimbah State School are identified by staff and through our reviews of data as needing extra in the way of targeted behaviour support due to them not fully responding to the Tier 1 behaviour support processes and strategies outlined previously. 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.

Features of these Tier 2 supports include:

- use of behaviour data to accurately identify students requiring Tier 2 supports
- a school based referral process for teachers seeking assistance to support the identified students
- a team approach to supporting students on targeted programs

- use of data decision rules for evaluation and exits from targeted support programs
- making adjustments for individual needs
- using research-validated program options for targeted support interventions such as:
  - adult mentoring
  - check in / check out
  - targeted / small group social skilling

All staff members are provided with continuous professional development consisting of an overview of the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported.

### **Tier 3 'Intensive' behaviour support:**

Minimbah 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 Intensive Behaviour Support Team:

- works with other staff members to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through ongoing data collection
- makes adjustments as required for the student;
- works with the School Behaviour Leadership Team to achieve continuity and consistency
- facilitates Support planning utilizes the tools of Individual Behaviour Support Plans; Risk Management Plans; Flexible Attendance; Restorative Practices, Student Support Services Team
- Individual support plans developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings
- To develop 'best fit' intervention strategies we use a functional approach (functional behaviour assessment) to understand the function of the student's behaviour behaviour's and the need it is serving, and utilize this information to assist in support planning
- For reasons of safety a provision can be made in an individual's student plan for physical restraint. This may be used in cases where there is a frequency of behaviour risk/patterns including self-harming behaviours, or a student is behaving in a manner that is potentially injurious to themselves or others, or to prevent serious property damage
- identifies flexible / alternative learning options
- Use a multi-disciplinary team approach involving EQ support systems and external community agencies to ensure the student is supported both academically, physically, social emotionally. This involves open lines of communication with Paediatricians, psychologists and other external support personnel and agencies.

## **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.

At the core of these processes is an understanding that the attitude and behaviours of staff will impact on the attitudes and behaviours of the acting out student and vice versa. This includes being aware of how we are conveying ourselves to the acting out student, this includes verbal, non-verbal – proxemics, kinesics, and para-verbal communication-tone, cadence, volume.

### Basic defusing strategies utilized at Minimbah include:

- Staff being supportive-empathetic non-judgemental when the individual is displaying anxious behaviour – a change or increase in behaviour
- Staff being directive-take control of escalating situation by setting limits when the escalating individual is being defensive-beginning stage of loss of rationality yelling, refusal, more physical
- Trained staff use physical intervention if the escalating individual acts out in a manner that is a threat to their own or others safety
- Rebuilding relationships through restorative processes.

## **7. Network of Student Support**

The network for support at Minimbah State School includes the involvement of a team of personnel and agencies.

### The network includes:

- School: Administration; Student Support Services; SWPBS Team, Teaching and Support Staff
- Regional: Behaviour Team, Senior Guidance Officer, Student Support, Advisory Visiting Personnel, Alternative Educational Sites
- Parents and Volunteers

### Other government agencies that may provide support include:

- Child Youth Mental Health Services (CHYMS)
- Department of Child Safety (DOCS)
- Child Protection and Investigation Unit – Queensland Police
- Queensland Health
- Family and Child Connect (FaCC)
- Caboolture Early Years Centre (EYC)

## **8. Consideration of Individual Circumstances**

Consequences for inappropriate behaviours that breach the schools Responsible Behaviour Plan for students will need to vary according to a number of factors and circumstances. Responses to inappropriate behaviour must consider the particular situation and context, the individual circumstances and actions of the student and the needs and rights of the school community members.



## **9. Related Legislation**

1. *Education (General Provisions) Act 2006*
2. *Education (General Provisions) Regulation 2006*
3. *Criminal Code Act 1899*
4. *Anti-Discrimination Act 1991*
5. *Commission for Children and Young People and Child Guardian Act 2000*
6. *Judicial Review Act 1991*
7. *Workplace Health and Safety Act 1995*
8. *Workplace Health and Safety Regulation 1997*
9. *Freedom of Information Act 1992*
10. *Right to Information Act 2009*
11. *Commonwealth Disability Discrimination Act 1992*
12. *Commonwealth Disability Standards for Education 2005*

## **10. Related Policies**

1. SMS-PR-021: Safe, Supportive and Disciplined School Environment
2. CRP-PR-009: Inclusive Education
3. SMS-PR-022: Student Dress Code
4. SMS-PR-012: Student Protection
5. SMS-PR-018: Information Sharing under Child Protection Act 1999
6. SMS-PR-008: Family Law Matters Affecting State Educational Institutions
7. SMS-PR-019: Mature Age Students
8. SMS-PR-017: Enforcement of Compulsory Education Provisions
9. SMS-PR-031: Flexible Arrangements
10. SCM-PR-005: School Security
11. SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
12. HLS-PR-012: Curriculum Activity Risk Management
13. GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
14. CRP-PR-005: Drug Education and Intervention in Schools
15. HLS-PR-009: Administration of Routine and Emergency Medication and Management of Health Conditions
16. CMR-PR-001: Complaints Management
17. LGS-PR-002: Freedom of Information
18. SMS-PR-001: Publishing Student and Staff Information on School Web Sites
19. IFM-PR-004: Managing Electronic Identities
20. SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
21. SMS-PR-024: Internet - Student Usage
22. WFR-PR-005: Code of Conduct
23. SDV-PR-001: Employee Professional Development

## **11. Some Related Resources**

1. National Safe Schools Framework  
([ncab.nssfbestpractice.org.au/resources/resources.shtml](http://ncab.nssfbestpractice.org.au/resources/resources.shtml))
2. National Framework for Values Education in Australian Schools  
([www.valueseducation.edu.au](http://www.valueseducation.edu.au))
3. National Framework for Values Education in Australian Schools – Queensland  
([www.education.qld.gov.au/curriculum/values/](http://www.education.qld.gov.au/curriculum/values/))
4. National Safe Schools Week [www.safeschoolsweek.dest.gov.au](http://www.safeschoolsweek.dest.gov.au)
5. Bullying. No Way! ([www.bullyingnoway.com.au](http://www.bullyingnoway.com.au))
6. MindMatters ([www.curriculum.edu.au/mindmatters](http://www.curriculum.edu.au/mindmatters))
7. School Wide Positive Behaviour Support  
([www.learningplace.com.au/deliver/content.asp?pid=24668](http://www.learningplace.com.au/deliver/content.asp?pid=24668))
8. Code of Conduct for School Students Travelling on Buses  
<http://www.transport.qld.gov.au/qt/PubTrans.nsf/index/cohome>