Responsible Behaviour Plan
Maroochydore State High School

Purpose

The Maroochydore SHS Responsible Behaviour Plan aims to define the principles and framework for a supportive school environment that develop young people who can take responsibility, engage in life-long learning and contribute positively to our society.

Consultation

The consultation with students, staff, parents and wider community in 2015 was underpinned with a strong focus on relationships, wellbeing and behaviour. This plan has been endorsed by the Principal and the President of School Council and will be reviewed as required, and in 2018 as required by legislation.

Learning and Behaviour Statement

We strive to achieve excellent outcomes for all through empowering high performance, fostering positive relationships and collaboratively nurturing well-being in order for all students to achieve their personal best. In order to create safe and productive learning environments that promotes high expectations for behaviour, our school community values are:

- Learning: to seek to accomplish individual excellence, reach working and admirable goals through participation in academic, civic, cultural and sporting pursuits.
- Respect: to treat self and others with consideration and regard, respect another person's point of view, take care of the environment.
- Safety: to be accountable for one's own actions, resolve differences in positive and constructive ways in order to contribute to society and civic life.
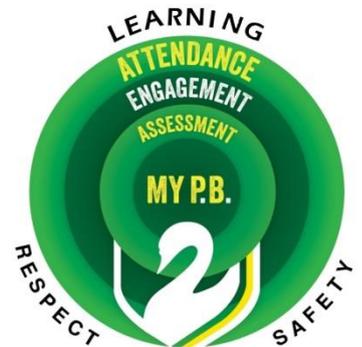
These values align with our priorities of attendance, engagement and assessment in order for all students to achieve their P.B. (personal best) target.

We believe that supporting student behaviour is a whole-school responsibility. Therefore our student management processes and procedures are designed to respect and protect the rights of everyone in our school community and help students reach their P.B.. Teachers have the right to teach and students have the right to learn in an environment where each feels safe and valued. We consider all areas of Maroochydore State High School as being learning and teaching environments.

Relationships form the basis of all we achieve in our school environment. Strong relational approaches enable the School Leadership and Teaching Teams to influence and develop students' awareness of effective behaviour choices and conscious analysis of the consequences of their actions moving toward achieving their P.B.. Within any positive relationship there are agreed roles and responsibilities. Students and parents of students enrolled at Maroochydore SHS agree to the following roles and responsibilities descriptors for students, parents and the school staff.

Students

| Role	Responsibility
To achieve my personal best I expect: • members of the school to operate in a socially just way • to learn in a pleasant, healthy and safe environment • to be free from discrimination • to be treated with respect and dignity • to be free from intimidation and harassment • my property to be safe • systems and procedures to be implemented within the school to address issues affecting people's rights and the acceptance of their responsibilities	To achieve my personal best I will: • accept the consequences of my decisions and actions and demonstrate accountability • follow reasonable requests promptly • avoid unhealthy and dangerous behaviour for self and others • operate in a socially just way • learn to the best of my ability • follow *Are You Ready To Learn* expectations • attend classes on time • adhere to safety regulations within all learning areas and use of learning equipment • treat members of our school community with respect and care • give parents all forms of communication from the school, including information about my progress or communicate any problems or concerns • care for the school environment • contribute to the positive image within and outside the school

Parents and Guardians

Role	Responsibility
To assist my child to achieve their personal best I expect: • members of the school community to operate in a socially just way • that the school community will do their jobs to the best of their ability • my child is learning in a safe, healthy and respectful environment • to be free from discrimination • to be treated with respect and dignity • to be free from intimidation, put downs and harassment • to be informed at regular intervals of my child's learning progress including prompt feedback of any problems or concerns • systems and procedures are implemented within the school to address issues affecting people's rights and the acceptance of their responsibilities	To assist my child to achieve their personal best I will: • operate in a socially just way • provide the necessary requirements for my child to learn effectively at school • send my child to school to ensure full attendance • accept the consequences of my children's decisions and actions and work with the school to improve outcomes • treat members of our school community in a manner free from discrimination • cooperate with members of the school community, and treat them with respect and care • advise the school of any information which may influence my child's progress or welfare at school • become familiar with policies, guidelines and the range of communication options available to access this information when necessary • contribute to a positive image within and outside the school. • support my child's progress in the *My Personal Best* process

Maroochydore State High Teaching Team

Role	Responsibility
To assist my students to achieve their personal best I expect: • members of the school community to operate in a socially just way • to work in a safe, healthy and productive environment • to be free from discrimination • to be treated with respect and dignity • to be free from intimidation and harassment • to be free from threats and verbal and/or physical abuse • to have reasonable requests carried out promptly • to expect property to be safe • to be advised of any information which may influence a student's progress or welfare at school	To assist my students to achieve their personal best I will: • operate in a socially just way • teach to the requirements of ATSIL Professional Standards Framework, Student Protection Policies, and the Code of Conduct • prepare lessons and units that deliver curriculum and differentiate learning for all students in my instruction • treat all people in our school community with dignity and respect at all times • seek to improve my teaching practices and effectiveness • be on time • follow agreed school/EQ policies and guidelines • treat members of our school community in a manner free from discrimination • inform parents at regular intervals of their student's progress including prompt feedback of any problems or concerns • refer any concerns about student behaviour or welfare to the appropriate staff in a timely manner • care for the school environment • contribute to a positive image within and outside the school

Processes For Facilitating Standards Of Positive Behaviour And Responding To Unacceptable Behaviour

Positive relationships, appropriate behaviours and supportive wellbeing are modelled and developed through a range of whole-school strategies. Emphasis is on teaching, modelling and practicing positive behaviours by nurturing and assisting students to achieve their P.B.
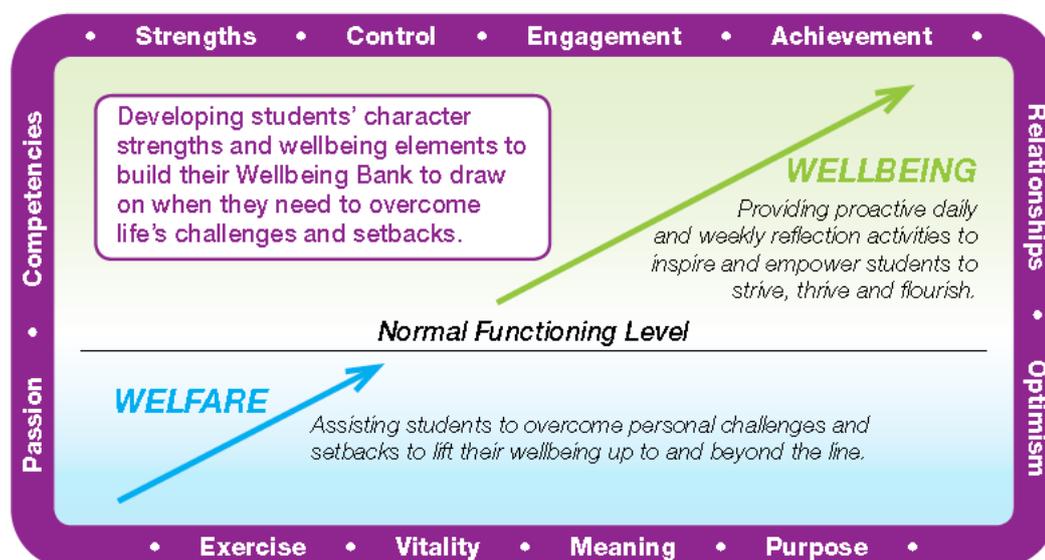
Our whole school approach for proactive behaviour management is based on:
- Essential Skills for Classroom Management
- Restorative Practices
- The Art and Science of Teaching

Aligned with these are specific whole school strategies such as:
- Are You Ready to Learn
- Anti-bullying programs,
- Attendance and uniform codes
- School Policies,
- Preparing For My Personal Best
- Pastoral Care and Wellbeing programs
- Explicit teaching of behaviours and expectations

ALL STAFF IN ALL LEARNING AREAS
Contact home
Student support referrals

CLASSROOM
Faculty/activity HOD's and HOSES
Contact home
Student Support referrals

PLAYGROUND
Dean of Students
Contact home
Student Support referrals

YEAR LEVEL
DP
PRINCIPAL

Positive behaviour, effort and achievement is recognised and celebrated through positive contribution certificates, cohort reward lunches, positive postcards, formal award assemblies, end of year excursions and events. School expectations and the processes for managing responsible behaviour are communicated through student diaries, school assemblies, care classes, classroom teachers, student support personnel and school community forums.

A whole school structure of Care Teachers, Deans of Students (DOS) and Heads Of Department (HOD) and Student Support Team collaboratively address student welfare, productive student-teacher relationships, student behaviour and ensuring that all students reach their P.B.

- Each student is assigned a Care Teacher who monitors attendance, wellbeing and targets their P.B. throughout their six years at Maroochydore SHS.
- DOS's respond to out of class behaviours and will case manage high risk students in conjunction with classroom teachers, HOD's, Year Level Deputies and Student Support Team
- Faculty HODs will provide support for behaviour within relevant faculty areas of curriculum in conjunction with their faculty classroom teachers, DOS's, Year Level Deputies and Student Support Team

Targeted Behaviour Support

Maroochydore SHS utilises a range of strategies that cater for specific needs which could include:
- Seating plans
- Parent contact
- Detentions
- Referred to buddy class
- Restorative Conversations
- Student contracts & Turnabout cards
- Use of Time Out cards
- Turning Point Program referrals
- Managed timetable or flexible learning options
- Targeted/small group intervention & support programs
- Referrals to relevant internal and external support agencies
- Discipline Improvement Plan

Intensive Behaviour Support

Students displaying highly complex and challenging behaviours require a focused and individualised intervention by a range of staff and services, both within and out of the school. These could include:
- Discussions held between students, parents, Executive Leadership Team and internal and external support staff to determine the best outcome for students and school community.
- Referral to regional behaviour support resources
- Provisions for the use of physical restraint in Individual Support Plan due to frequency of behaviour risk/patterns including prevention of self-harm
- Individualised Programs or participation in Alternative Education Programs
- Support programs for post-compulsory students who are not meeting the Good Standing Policy
- Cancellation of enrolment
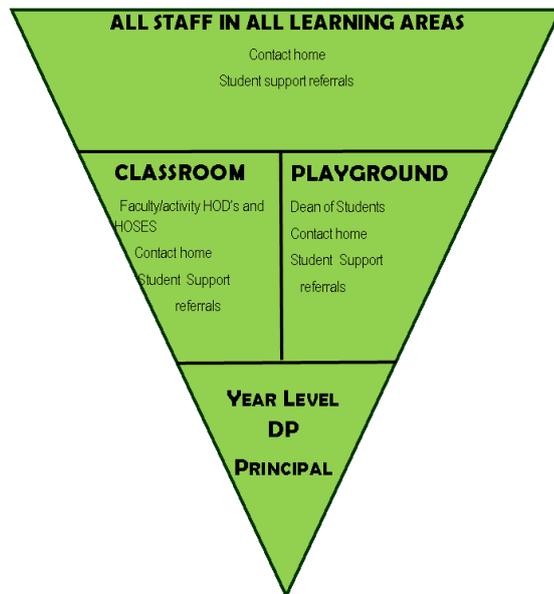
The use of Time Out is a measure to help students to manage their own behaviour or used in order to assist a student in the calming down process. This process:

- gives the student opportunity to rejoin class at intervals of no more than 10 minutes
- still provides the student with opportunities to complete assessments to fulfil educational
- requirements
- ensures the student is safe and under supervision at all times
- is regularly reviewed for frequency of use with particular students, and effectiveness measured using data

Emergency Responses Or Critical Incidents

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

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.

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 – Immediate or Emergency Response

Appropriate physical intervention may be used to ensure that Maroochydore State High 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.

Staff may make legitimate use of physical intervention if <u>all</u> non-physical interventions have been exhausted and a student is:
- physically assaulting another student or staff member
- posing an immediate danger to themselves or to others.

Physical intervention can involve coming between students, blocking a student's path, removing potentially dangerous objects and, in extreme situations, using more forceful restraint. Staff will:
- give clear verbal instruction before physical restraint is used, unless the urgent nature of the situation makes this impractical

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.

Physical Restraint – Immediate or Emergency Response

Appropriate physical restraint may be used to ensure that Maroochydore State High School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical restraint is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury. Staff will:
- give clear verbal instruction before physical restraint is used, unless the urgent nature of the situation makes this impractical
- call for assistance from another member of the school staff and make arrangements to ensure that other students in the vicinity are safe and properly supervised
- notify the principal (if not directly involved) and the student's parent of the incident detailing:
  - the behaviour that preceded the use of physical restraint
  - the type and duration of restraint used
  - staff members and other witnesses present during the period of the restraint
  - student's physical condition before and after the period of physical restraint
  - planned future action to prevent further incidents of the behaviour

Record Keeping

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:
- Incident report – One School
- Health and Safety incident report
- Debriefing report (for student and staff)

Consequences for Unacceptable Behaviour

In alignment with the Code of School Behaviour, the individual circumstances and actions of the student and the needs and rights of the school community members are considered at all times. The consequences for unacceptable behaviour endeavours to ensure that:

- are commensurate to the negative behaviour and there is a focus on the use of consequences to teach students appropriate ways to get their needs met.
- students are encouraged to own their responsibilities through using Restorative Practices and alternative positive behaviours taught and modelled.
- use of behavioural data is used to evaluate the effectiveness of consequences.
- school processes and decisions are clearly communicated to all relevant stakeholders ensuring the best outcome for our students and school community.

When responding to problem behaviour, staff 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 Senior Leadership 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; and
- do not require involvement of specialist support staff or Administration.

Major behaviours are those that:
- are multiple incidents of Minor Behaviour follow the recording of three minor behaviours on OneSchool
- are single incidents that:
  o significantly violate the rights of others;
  o put others / self at risk of harm; and
  o require the involvement of school Senior Leadership Team

When unacceptable behaviour occurs, students experience predictable consequences. Including in these consequences are the use of Buddy Class and detentions.

Buddy Class:
- used to temporarily remove students who are disrupting the learning and teaching environment
- is set up prior to incident with agreement between referring teacher and buddy class teacher
- still allows students to continue with class work or assessment
- ensures the student is safe and under supervision at all times
- is regularly reviewed for frequency of use with particular students, and effectiveness measured using data

Detentions:
- teachers are responsible for giving and supervising detentions
- detentions can be given during the school day during Recess 1 (20 minutes) and Recess 2 (15 minutes)
- all day detentions occur at alternative locations within school and include alternative break times
- as part of the Retrieval Room process all day detentions can occur for up to three consecutive days
- out-of-school hours detention can be given and parents notified of the proposed detention at least 24 hours before the detention is scheduled to occur and have given consent. It is the parents' responsibility to arrange travel to and from the detention.

The Principal reserves the right to select appropriate responsive strategies in accordance with relevant Legislation and Regulations.

School documents that will govern decision making include:

- Schoolwide Positive Behaviour Matrix
- Essential Skills of Classroom Management
- Senior School Good Standing Policy
- Bullying and Cyber-bullying Policy
- Acceptable Electronic Device Use Policy
- Knife Policy
- Hands Off Policy
- Drug and Alcohol Free School Policy
- Attendance Policy
- Assessment Policy
- Uniform Policy

Network of Student Support

Maroochydore SHS provides a substantial network of personnel that provide support for members of our school community, including:

- Classroom and Care Teachers
- Learning Support Teachers
- Deans of Students
- Heads of Departments (Curriculum)
- Head of Special Education
- Head of Student Support
- Vocational Education Liaison Officer
- Deputies and Principal
- Classroom Management Coach
- Guidance Officer
- School Based Youth Health Nurse
- Youth Support Coordinator
- School Chaplain
- School Based Police Officer
- Aboriginal and Torres Strait Islander Advisor
- District Behaviour Support Staff
- Senior Guidance Officer
- Advisory Visiting Personnel

Numerous external support agencies are linked to the school to provide avenues to further support students and their families.

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

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