Millaa Millaa State School

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

1. Purpose
Millaa Millaa State School is committed to provisions that ensure all young
Queenslanders have a right to and receive a quality education.

An awareness of the characteristics which influence the wellbeing of everyone at the
school including students, parents, staff personnel and visitors will make us a more
caring and supportive community. To this end we will endeavour to:

- Develop a sense of responsibility for individuals within the school community to
  monitor and manage their own behaviour.
- Encourage a climate of safety, equality and mutual respect in a maximised
  learning environment.
- Encourage every individual to feel valued.

2. Consultation and Data Review.
This Responsible Behaviour Plan was developed in consultation with the Millaa Millaa
State School community and endorsed by the school Principal, the P&C President and
Executive Director Schools as per page 9. The school community has agreed to align
with other cluster schools who are implementing a School-wide Positive Behaviour
Support system which will now be integrated with this plan.

3. Learning and Behaviour statement.

- At Millaa Millaa State School we aim to achieve the best educational outcomes for
every student by ensuring that each student feels safe and valued. The school
  community believes that personal development and learning are maximised
  when:
  - all members of the school community feel safe and valued
  - there is mutual respect between all participants
  - a quality curriculum is provided
  - all participants accept responsibility to be accountable for their own actions
  - families accept responsibility for preparing children for learning
  - The school motto is;

    A happy and safe, learning environment.

4. Processes for facilitating standards of positive behaviour and responding to
unacceptable behaviour
Universal behaviour support at Millaa Millaa State School uses a general “Glasser” approach.

<table>
<thead>
<tr>
<th>Glasser’s CHOICE THEORY</th>
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<tbody>
<tr>
<td><strong>Seven Deadly Habits</strong></td>
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<tr>
<td>Criticizing, Blaming</td>
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<tr>
<td>Complaining</td>
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<tr>
<td>Nagging</td>
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<tr>
<td>Threatening</td>
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<td>Punishing</td>
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<tr>
<td>Bribe or Rewarding for control</td>
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</table>

5. Consequences for unacceptable behaviour.

**THE TEN STEP DISCIPLINE PLAN - WILLIAM GLASSER**

*When a child displays “misbehaviour”.....*

**Step 1**
Teachers need to analyse their present situation by asking themselves the questions “What am I doing?”, “How do I react when students misbehave?”, “Do I shout, threaten, ignore, exclude, refer to others etc.?”

**Step 2**
As a second question: “Is what I am doing working?” If it is not working then you might as well stop doing it.

**Step 3**
Give positive reinforcement to students when they are not misbehaving. Give ‘the time of day’ or some form of recognition to difficult students when they are doing nothing out of the ordinary. Students will then get the message that this teacher has the capacity to be nice as well as the capacity to be tough.

**Step 4**
If a pupil disrupts the class the teacher can respond by saying, “What are you doing?” quickly, sharply, firmly but not angrily. This is instead of, “Stop it” or “Don’t do that.”

**Step 5**
If disruption/misbehaviour continues repeat Step 4 and add, “Is it against the rules?” It is important for students to be taught to obey simple, reasonable rules. If still no response say, “This is what I saw you doing and it is against the rules”.

**Step 6**
If disruption persists then the teacher states “We’ve got to work it out” i.e. find a solution whereby the student follows reasonable rules and does not disrupt the learning process of others. “This cannot continue. We’ve got to work it out.”

**Step 7**
If no solution is found then the student should be withdrawn from the group and placed by himself in the classroom until a solution for his being part of the group is worked out.

**Step 8**
If the student still disrupts then he should be sent out of the classroom to some designated placed in the school. He must ‘work it out’ before being allowed to return to the class.

**Step 9**
If the student is still disturbing others in Step 8 and refusing to work it out then he is sent home and his parents are told he cannot return until he is willing to work out a way of fitting in with the school rules.

**Step 10**
If the parents report that they are unable to handle the student at home then referral to some community agency should be made to get some help for the family.
Support Flowchart

- Whole school
  - All adults manage behaviour as per Glasser 10 Steps above. Staff frequently confer to maintain high levels of consistency. Adults set limits for repeats and warnings.
  - Behaviour affects Learning
    - Affirmation letter, phone call or message to be sent home.

- Targeted
  - Adult, principal and student discussions of expectations and limits with consequences decided.
  - Notify Parents, LST, Guidance Officer if required.
  - Make verbal or written contract with conditions required to return to “Whole School” level.
  - Contract breach
    - Notification letter or message to be sent home.

- Intensive
  - Parent, student, staff, principal and outside agencies eg. Police, Family Services meet to discuss and develop individual plan.
  - Inappropriate Response
    - Suspend 1-5 days
    - Suspend 6-20 days
    - Exclude

SDA’s are the last resort
Inappropriate behaviour ➔ ONE warning ➔ Repeat or additional infringement ➔ optional ➔ Move to separate

Put name up = after school chat ➔ optional ➔ Move to separate

Repeat or additional infringement ➔ Tick name = loss of 15 min. next lunch time ➔ 2nd tick, separation + loss of 30 min. next lunch time ➔ 3rd tick, send Affirmation letter home + loss of 30 min. next lunch ➔ 4th tick, send request for interview home + loss of 2x30 min. at lunch times

Send to another teacher FROM B Block to Ms Caird in C Block ➔ C Block to Ms Watt in A Block ➔ A Block to Ms Bode in B Block

Send to Principal if available ➔ Phone parents any time

Record all misdemeanours and report to Principal for follow up.
### Whole School BEHAVIOUR (example) POSSIBLE CONSEQUENCE

<table>
<thead>
<tr>
<th>BEHAVIOUR (example)</th>
<th>POSSIBLE CONSEQUENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not prepared for school</td>
<td>⇒ Design a reminder sign</td>
</tr>
<tr>
<td>Unsatisfactory work</td>
<td>⇒ Repeat to a more satisfactory level</td>
</tr>
<tr>
<td>Disruptive</td>
<td>⇒ Apology (child to come up with acceptable alternatives)</td>
</tr>
<tr>
<td>Disrespectful, lack of manners (people)</td>
<td>⇒ Apology, demonstrate the correct procedure</td>
</tr>
<tr>
<td>Repeat offences</td>
<td>⇒ may require a written apology or Reflection Sheet</td>
</tr>
<tr>
<td>Disrespectful, (property)</td>
<td>⇒ Apology, demonstrate to reinforce the correct procedure</td>
</tr>
<tr>
<td>Repeat offences</td>
<td>⇒ May attract removal of privileges.</td>
</tr>
<tr>
<td>Intentional body contact (minor)</td>
<td>⇒ Apology</td>
</tr>
<tr>
<td>Inattentive</td>
<td>⇒ Repeat Activity</td>
</tr>
<tr>
<td>Not moving in an orderly fashion</td>
<td>⇒ Practise it in a correct fashion</td>
</tr>
<tr>
<td>Littering / damaging environment</td>
<td>⇒ Clean up</td>
</tr>
<tr>
<td>Out of school boundaries</td>
<td>⇒ Explain potential dangers</td>
</tr>
<tr>
<td>Disobedience</td>
<td>⇒ Explain expectations, find possible motive</td>
</tr>
<tr>
<td></td>
<td>⇒ Use Reflection Sheet</td>
</tr>
<tr>
<td>Rough play</td>
<td>⇒ Time out, to reflect on own behaviour</td>
</tr>
<tr>
<td>Eating someone else’s lunch</td>
<td>⇒ Discuss issue with the offender/separation</td>
</tr>
<tr>
<td>Not wearing a hat</td>
<td>⇒ No Hat, No outside play</td>
</tr>
<tr>
<td>Incorrect use of equipment</td>
<td>⇒ ‘Ban’ period</td>
</tr>
<tr>
<td>Not speaking to others in a civil manner</td>
<td>⇒ Apology. Demonstrate the correct procedure</td>
</tr>
<tr>
<td>Not wearing appropriate dress</td>
<td>⇒ Remind student/Contact parents (when necessary)</td>
</tr>
<tr>
<td>Teasing (minor)</td>
<td>⇒ Apology. Discussion of feelings, emotion/possible role play reversal or use Reflection Sheet.</td>
</tr>
<tr>
<td>Leaving the room without permission</td>
<td>⇒ Explain safety issues</td>
</tr>
</tbody>
</table>

### Community Circle

Community Circle is a process used when the behaviours of one or a few affect the lives of many. The students of the affected class sit in a circle to resolve the issue. The rules are: 1. The circle is a safe place where there is no blame and no accusations. 2. The focus is on self and personal feelings. 3. Everyone has the right to speak once without retribution or interruption. 4. The teacher guides the group to a consensus on the consequences for the perpetrator/s and/or the agreed response from the community to fix the problem or avoid repetition of the negative incident.
Bullying is any behaviour that is intended to hurt, belittle, intimidate or take unfair advantage of another person either physically or emotionally. Our community has agreed to a “Zero tolerance” of bullying so that staff are expected to respond to all reports of incidences until satisfactory consequences have been implemented and perpetrator/s give/s reassurance that the practice will not continue. In relation to Cyber-bullying, our current school policy is to require students to hand all electronic devices in to teachers if and when they are brought to school. Any reported incidents of bullying will be responded to in the same manner as other forms of bullying. The Student Internet Agreement allows students only one chance if there is evidence of misuse before their agreement is revoked.
<table>
<thead>
<tr>
<th>BEHAVIOUR (example)</th>
<th>POSSIBLE CONSEQUENCE</th>
</tr>
</thead>
</table>
| Verbal abuse of staff containing obscene language | 1. Community Circle  
2. suspension |
| Any act with intent to harm another person | 1. Community Circle  
2. suspension |
| Vandalism (major) | 1. Community Circle  
2. suspension |
| Including continual repetition of a “Targeted” offence | See Support Flowchart |

### 6. Emergency or critical incident responses

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 our 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 is a last resort when there is no other way to 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:
- incident report (Appendix 4)
- Health and Safety incident record (link)
- debriefing report (for student and staff) (Appendix 5).

7. The network of student support

In the first instance, Millaa Millaa uses the Community Circle strategy. The Community Circle is a safe place where discussion is formalised so that all parties feel safe and have a fair say. No one is subject to ridicule or persecution. Equally, judgemental or accusative comments are not permitted. Relevant members of the community are invited to the circle to act as mediators or to give advice. At the circle, students are asked to review behaviours, consider the feelings of others and to negotiate consequences of their actions. Otherwise the network could include:
- Parents
- Teachers
- Support staff
- Principal
- Guidance Officer
- SWD teacher
- Adopt a cop
- Adopt a nurse
- Adopt a firie
- Adopt an ambo
- Kids Help Line
8. Consideration of individual circumstances

At all times in behaviour management, staff will endeavour to separate emotional reactions from the process of attaching consequences to inappropriate behaviours. In each instance the individual circumstances and actions of the student and the needs and rights of school community members are to be considered and balanced.

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 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

11. Some related resources

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

Principal

P&C President

Assistant Regional Director

Stephen Fresta
2014

Catriona Arnold-Nott
2014

Graham Fuller
2014
**Behaviour and Application Chart**  Term 1, 2014

This chart could be used with a class to give parents and guardians an indication of their child’s behaviour and application in the three working sessions each school day.

Student Name: ........................................................................................................

<table>
<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Parent Signature</th>
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**S** is for doing something SPECIAL or for excellence in application  
**B** is for doing my BEST in class.  

**W** is for WORKING in class, but I can do better.  
**T** means I needed TEACHER’S help to stay on task.  

**U** is for UNCOOPERATIVE behaviour.  
**P** means an Affirmation Letter or request for interview has been sent home to PARENTS.

In class, inappropriate behaviour is managed using Glasser techniques or a staff member may administer reasonable consequences. eg.

Name on the Board……Mary = need for a chat at 3.00 pm.
One tick……………… Mary ✔ = 15 minutes detention in the NEXT lunch break.
Two ticks…………….. Mary ✔ ✔ = 30 minutes detention in the NEXT lunch break.
Three ticks………….. Mary ✔ ✔ ✔ = 30 minutes detention in the NEXT lunch break plus affirmation letter home.
Four ticks……………..Mary ✔ ✔ ✔ ✔ = 2 x 30 minute detentions in the NEXT lunch breaks plus request for interview.
Notice to Parents and Care Givers

Date: _____day, __ / __ / 2014.

Time: __________

Dear ___________________________

I believe it is best that you be made aware that ______________ has been asked to write an affirmation to encourage a positive modification to inappropriate behaviour. ______________ was asked to write the affirmation because ______________

____________________________________

____________________________________

Please indicate your support in this matter by signing and returning this sheet. Alternatively please phone or drop in if you want to discuss the matter.

---------------------------------------------

Millaa Millaa State School

---------------------------------------------  Parent/Guardian’s

Signature

Student Name: . . . . . . . . . . . . . . . . .

Affirmation

____________________________________

____________________________________

____________________________________

____________________________________

____________________________________
Notice to Parents and Care Givers

Date: _____day, __ / __ / 2014.

Dear ___________________________

I believe it is best that you be made aware that ______________ has not responded positively to the writing of the affirmations on _____day __ / __ / 2014.
_______________ was asked to write the affirmation because ______________________________

_________________________________________________________________________________

After receiving a warning that you would be informed of this behaviour, ______________ has continued to adversely affect learning in the classroom by
_________________________________________________________________________________

_________________________________________________________________________________

Please indicate your support in this matter by signing and returning this sheet. I feel that we may need to discuss expectations for the future. So please phone or drop in when it is convenient for you.

Millaa Millaa State School

I will phone/call in to make an appointment to talk to you about this matter.

☐ In person before/after school.

☐ Over the phone.

---------------------------------------------- Parent/Guardian's Signature
Name:___________________  Grade:_______  Date:__________.

Incident Reflection Sheet.

Incident:__________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

Teacher involved: _____________ Witnesses: _________________________

What did you do that is not acceptable at school? __________________________________________________
__________________________________________________________________________________________

Why is it not acceptable at school? ___________________________________________________________________
__________________________________________________________________________________________

How do you think the people around you felt? ______________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

Was there a better way of reacting to this situation? ________________________________________________
__________________________________________________________________________________________

What needs to change so that you can avoid this kind of situation?
__________________________________________________________________________________________

How can the change be brought about?
__________________________________________________________________________________________
### Behaviour and Effort Chart  Term __, 2014

This chart is to be kept in the Reading Folder to give parents and guardians an indication of their child's behaviour and effort at school.

Student Name: ……………………………..

There is one traffic light for each session of the day.

#### Behaviour Traffic Lights
- **Red Light** = Uncooperative behaviour and/or poor effort
- **Yellow Light** = Behaviour and/or effort could be better.
- **Green Light** = Doing my best with behaviour and class work.

<table>
<thead>
<tr>
<th>Week</th>
<th>Behaviour and Effort at School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Monday</td>
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<td>3</td>
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<td>4</td>
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<td>5</td>
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<td>6</td>
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</tbody>
</table>

The teacher will respond to the daily individual student performances with consequences of praise, encouragement, advice, correction or disapproval according to the student’s perceived needs.