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

Rationale
Moranbah State School exists to initiate each student into ways of thinking, feeling and behaving that are considered worthwhile by family, local and national communities. The school's motto, "Success Crowns Effort", implies that while absolute excellence is impossible to achieve, students should still strive for the pursuit of excellence.

Moranbah State School promotes learning, creativity and innovation. High expectations, equity, inclusiveness and the building of social capital are key features of our school.

School beliefs about behaviour and learning
The Moranbah State School community has a common and well asserted framework of common beliefs about the standards and expectations for behaviour of the students who are enrolled at our school. These beliefs have evolved over time and include common understandings based on findings in the Triennial School review and outlined in the School Planning Overview. These can be distilled in the following way:

- 5Cs (Courtesy, Cooperation, Consideration, Common Sense, Care)
- Respect must exist between all groups involved in education
- Students must take responsibility for their own actions.
- There must exist, for all parties, acceptance of others and a valuing of diversity
- School should be a safe place
- The Quad A program – reward for students who show the 4 As
  - Achievement
  - Ability
  - Attitude
  - Attendance
- Well behaved students achieve better results
- All students have the right to learn without interference from others
- Expectations should be achievable.
Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

- creation of a positive whole school culture through recognition and reward
- quality learning and teaching practices including provision for Gifted and Talented students and those with special needs.
- a balanced, relevant and engaging curriculum
- supportive and collaboratively developed programs and procedures
- managed professional development, education or training for all members of the school community
- equal and respectful provisions for all students regardless of culture, background.
- intensive intervention through the special needs committee where deemed necessary
- a no surprises policy
- clear communication with parents when behaviour is consistently of an unacceptable standard including a warning card issued to a child after 1 red slip OR two or more Yellow slips in one school term. This card to be signed by parents and returned to school where phone contact is not available.
- consistency of consequences for student’s behaviour

Typically a school tends to have a spread of support needs. A whole school approach shapes, supports and recognises appropriate behaviours in all students. Approximately 80% to 90% of students will have little or no difficulties. However about 10 to 15% of students may need additional support and timely intervention on some occasions. For a variety of reasons, some 2 to 5% of students may not respond to these early efforts and may need more intensive support and/or flexible learning options to assist them to continue their learning.

Whole-school behaviour support

- A social skills program developed and implemented by a behaviour support specialist
- Better Buddies Program
- Consistent practices across the school
- The provision of natural justice and consequences for actions.
- Targeted pedagogical practices including G&T and Middle Phase of Learning activities
- SRC – Student representative council – regularly meets to discuss school wide trends and issues.
- Student of the Week awards
- Red Slips for severe behaviours and Parents contacted.
o Yellow Slips for referral to the Deputy Principal
o Green Slips leading to a Top Kid Award each week
o Quad A Rewards days

**Targeted behaviour support**

- A range of specialists who are on call to respond to emergent issues as well as developing proactive strategies within individual classes and groups of students.
- Group support including anger management, relationship building strategies
- Detention room
- Behaviour Support teacher

**Intensive behaviour support**

- Individual behaviour support plans when referred through special needs committee.
- Individual parent conferencing
- Individual guidance and counselling for students
- Individual support for teachers of students who exhibit behaviours in the 2 – 5 % of extreme
- Mentoring for individual students
- Referral to Behaviour Support through Senior Guidance Officers support team in Mackay where student behaviour does not respond to local intervention.

**The network of student support**

A team approach to behaviour support includes the involvement of school administrators, staff, students, parents and members of the wider community and personnel from other agencies; for example, in-school Buddy/Support Systems, Guidance Officer, Behaviour Management Support Teacher, Adopt-a-Cop, Community Health, School Chaplain

The Moranbah State Family is supported by a network of personnel (school based and external) that provide support for students in this school. This can include online and other forms of ICT support.

**Consideration of individual circumstances**

*Moranbah State School uses strategies that take into account the different abilities, skills, cultural backgrounds and life experiences of students through the curriculum, teaching and learning, interpersonal relationships and our organisational practices.*

A range of significant factors should be considered when choosing responses to student behavior to ensure that they are fair and equitable. These include context, emotional well-being, culture, gender, race, socioeconomic situation
and impairment, all of which can influence the way in which students act and react to adult responses.

To ensure alignment with the Code of Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of the school community will be considered at all times.

Factors considered will include (but are not restricted to):

- Age of student
- Previous behaviour record
- The severity of the incident
- Honesty
- Perceived level of genuine remorse

When gathering information about an incident, factors taken into consideration will include (but are not restricted to):

- The amount of reliable evidence
- Premeditation
- Degree of provocation
- Intent of action
- Whether behaviour was a result of a specific disability

Additional support services, coordinated by the Head of Special Education Services (HOSES), are provided to all staff and parents at the beginning of each school year as part of the parent/teacher familiarisation process. One of the strategies used to support this introduction is an informal information session offered in early February where staff representatives from the range of support services in the school (e.g. Special Education, English as a Second Language, Aboriginal and/or Torres Strait Islander programs, Learning Support) provide an overview of the systems and strategies used in the school to support all students. Individual students will not be discussed at this information session.

Following this initial information session, staff who will be working with students who have particular support needs (e.g. learning, language, behaviour, mobility) will receive an individual visit from the relevant specialist staff member to assist in setting up an effective support system for the teacher and students.

Each case will be judged on its individual merits and with wide consultation.
Specific inclusions

School Leaders
Potential School leaders are required to apply for individual roles (see appendix).
All applications come through administration and a small group of teaching staff for approval.
School leaders are required to uphold the values and standards of the school at all times.
Where behaviour contravenes school values and standards repeatedly and significantly, then the office of captain etc. will be withdrawn from the student.

Students with Special Needs
At the beginning of each school year, and as part of the parent/teacher familiarisation process, the Head of Special Education Services (HOSES), in conjunction with members of the administration team, will offer a parent information session.
The aim of this session will be to describe the behaviours of students with special needs and how these are managed when these students are integrated into the mainstream classroom.
Individual students will not be discussed at this information session.
The HOSES will also visit classes where special needs students are enrolled to explain about individual behaviours to allay fears and reassure other students.

Quad A and Rewards Days
All teachers will organise a reward day at the end of each term. Students who have upheld the values of the four As:
Acceptance
Achievement
Attendance
Attitude
Will be able to attend these reward days.
Students who are not eligible to attend include those who:
- Have been suspended either internally or externally throughout the term
- Have received a recommendation for exclusion in the term
- Have had 2 or more Red Slips throughout the term
- Have had 3 or more detentions throughout the term
This information will be published in the school newsletter towards the end of each term and prior to rewards days.

Cyberbullying
Given that we live in an increasingly technological society and also given that Moranbah State School is very proactive in the use of ICTs in the classroom, a student’s responsibility towards peers must also include the use of electronic devices.
Students who receive inappropriate material on a school desk top or lap top computer must report this immediately to their class teacher who will refer the matter to administration. This will be dealt with as for other bullying, sexual harassment offences. Loss of the use of technology inside the School will be
a consequence of this type of behaviour also. Parents will always be informed in this instance.

Students who receive inappropriate material on a home computer where the material has quite clearly come from a member of the school Local Area Network, should report this immediately to their class teacher on the next school day. The matter will then be forwarded to administration as in the above instance.

Students are not permitted to use MSN, FACEBOOK, TWITTER, MMS or other similar forms of technological chat at school.

Students are not permitted to use MOBILE PHONES at school. Where a student needs to bring a mobile phone to school for after school communication with parents etc, they MUST log the phone at the school office in the morning before going to class. The phone can then be collected at the end of the school day.

Where cyberbullying either through computer channels or via mobile phone SMS or MMS is reported to the school and where this is deemed to have occurred outside of the school (ie. On weekend, in the evening) then the school will advise parents to contact the police.

Privacy
Consequences for inappropriate behaviour will not be discussed with other students or parents. They are listed on ONE SCHOOL for access by appropriate school staff.

School Disciplinary Absences
Some behaviours are considered severe enough to warrant Suspension and, in rare cases, Recommendation for Exclusion. These types of behaviours include (but are not limited to):

- Repeated, deliberate bullying
- Physical violence
- Substance Abuse
- Repeated foul language, lack of respect and non compliance.

Parents will always be contacted in the event that their child is suspended from school.

Related legislation

- Education (General Provisions) Act 2006
- Section 21 of the Education (General Provisions) Regulation 2000
- 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
- Freedom of Information Act 1992
- Transport Operations (Passenger Transport) Regulation 2005
- Commonwealth Discrimination Disability Act 1992

**Related policies**

- SMS PR 021: Safe, Supportive and Disciplined School Environment
- Code of conduct
- SMS-PR-022: Student Dress Code
- HLS-PR-010: Manual Handling of Students
- SCM-PR-003 Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- SCM-PR-006 Hostile People on School Premises, Wilful Disturbance and Trespass.
- CRP-PR-009 Inclusive Education.

**Some related resources**

- National Framework for Values Education in Australian Schools ([www.valueseducation.edu.au](http://www.valueseducation.edu.au))

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Principal  P&C President  Regional Executive Director or Executive Director (Schools)
Minor Behaviours
Minor Behaviours are those that:
- Are minor breaches of the school rules
- Do not seriously harm others or cause you to suspect that a student may be harmed
- Do not violate the rights of others in any serious way
- Are not part of a pattern of problem behaviours
- Do not require the involvement of specialist support staff or Administration

Major Behaviours
Major Behaviours are those that:
- Significantly violate the rights of others
- Put others/self at risk of harm
- Require the involvement of the school Administration

Classroom
Teacher:
- Employs classroom management strategies
- Contacts parents
- Records incident and contact on oneschool

Playground
All staff:
- Employ playground management strategies
- Record incident on oneschool. Refer incident to class teacher and Deputy Principal.

Teacher: (Minor Behaviours)
Behaviour returns to an acceptable level – no further action.

Teacher: (Major Behaviours)
Records further incidents on oneschool and refers to Deputy Principal
- Writes an orange slip for immediate communication with Deputy Principal/Principal

Staff:
- Send the student immediately to the office
- Record the incident on oneschool and refer to Deputy Principal/Principal
- Write an orange slip for immediate communication with Deputy Principal/Principal

Deputy Principal/Principal
- Records incident and action on oneschool
- Contacts parents
- Implements consequences – these may include detention, mediation, restorative actions, suspension, exclusion
- Provides feedback to teacher
- Refers student to support services if necessary. eg. Guidance Officer, chaplain.