Malanda State School

Responsible Behaviour Plan for Students – 2014 Revision

based on The Code of School Behaviour

Foreword

This plan acknowledges the deliberate development of practice by the staff of Malanda Primary School. Our plan references the work of significant writers and experts in the fields of educational and behavioural psychology.

- SWPBL – School Wide Positive Behaviour for Learning
- Dr William Glasser, Choice Theory and Reality Therapy
- Dr Michael Bernard, You Can Do It
- Dr Ken Rigby, Bullying in Australian schools
- Peter G Miles, School behaviour plans
- John Joseph, Brain focused learning
- Mark Davidson, Classroom profiling
- Education Queensland, Essential Skills for Classroom Management

Teachers use the SWPBL strategy in unison with the You Can Do It! program, a program which focuses on the interpersonal and emotional skills that ensure students’ lifelong success. We also employ supporting strategies such as Professional Development for staff around The Essential Skills for Classroom Management from the Better Behaviour, Better Learning PD Suite.

Rationale

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education. Current legislation states that all schools in Queensland must:

- Promote a supportive environment so that all school community members’ work together in developing acceptable standards of behaviour that creates a caring, productive and safe environment for learning.
- Promote an effective teaching and learning environment at the school that allows positive aspirations, relationships and values to develop.
- Foster mutual respect among individuals at the school.
- Encourage all students attending the school to take increasing responsibility for their own behaviour and the consequences of their actions.
- And lastly the Principal of the school must take all reasonable steps to ensure that the school’s Behaviour Plan is implemented consistently, fairly and reasonably.
Schoolwide Positive Behaviour for Learning (SWPBL) operates on the premise that as well as being learners of the Key Learning Areas, Literacy and Numeracy, children are also learners of behaviour and it is the role of the teachers (and school community members) to explicitly teach children appropriate behaviours and to set expectations. The program also recognises that some children are more skilled in this area than others, that approximately 80% of our students are making positive behaviour choices all of the time and the need to recognise that.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting our 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.

The following sections of our policy outline how our plan aligns to Education Queensland’s Code of School Behaviour.

**School beliefs about behaviour and learning**

1. Relationships are central to providing all school community members with a sense of belonging and empowerment.

2. All behaviour is a choice. All students are able to behave responsibly and appropriately in ways that increase their chances for success and happiness in life without infringing on the rights of others.

3. Students must be explicitly taught appropriate ways to behave in the school environment.

4. All student behaviours must have clear and consistent consequences, be they positive or negative.

5. Student behaviour must be monitored and analysed to allow staff to identify patterns and make timely modifications to the behavior management system.

6. Behavioural support strategies are effective when they are implemented at the school-wide, specific setting, classroom, and individual student level. Effective behavioural support strategies are designed to meet the needs of all students.

7. Practically all behaviour serves a purpose or “function” in the environment in which it occurs. Behaviour has two broad functions: to get some thing, person or event or to escape/avoid some thing, person or event. Knowing the function of a problem behaviour enables the formulation of more effective interventions.

8. Success encourages and builds on success. High levels of self-esteem and confidence are integral to being an emotionally and socially healthy person.
9. Staff acknowledges the importance of managing their own behaviour and choices first, in order to influence the behaviour choices of their students. As adults, teachers and support staff are more socially and behaviourally skilled than children and must model respectful behaviour. Development of staff skills is an individual and collective responsibility.

10. Teachers have a role in acknowledging barriers to students’ personal and academic potential and removing them if possible.

11. Teachers set high, clear, consistent and certain expectations and establish efficient and effective routines.

12. Safety is not negotiable.

At all times and in all school settings students should strive to...

Be Safe

Be Respectful

Be A Learner

Our school also believes in the foundations for successful living and learning:

*Getting Along*  *Persistence*  *Resilience*  *Organisation*  *Confidence*

Underpinning these foundations are the core values of honesty, diligence, supportiveness, respect and initiative.

We believe that these values should be reflected in the behaviour of all members of our school community and that we should all be working together to develop strong student life and learning foundations. All students are provided with the opportunity to develop their full academic, emotional and interpersonal potential.

**Responsibilities and Rights**

All students and adult members of the school community are expected to conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.
### Students

**Students have the responsibility to:**

- Actively promote safe and clean practices whilst at school.
- Participate in school activities to the best of their ability.
- Respect the rights of others
- Care for school facilities in a respectful manner.
- Tolerate opinions of others.
- Express themselves in a socially acceptable way.
- Allow others their privacy.
- Respect the learning styles of peers.

**Students have the right to:**

- Learn and play in a safe and clean environment.
- Learn and play in a supportive environment.
- Be respected
- Access adequate and appropriate facilities.
- Express their opinion.
- Learn and play without interruption.
- Privacy.
- Learning experiences, which cater for individual requirements.

### Members of the school community

**School community members have the responsibility to:**

- Support school staff in maintaining a safe and respectful learning environment for all students.
- Model appropriate behaviour including language.
- Be available to discuss their child’s progress.
- Ensure their children are sent to school prepared.
- Be involved in the formulation and support of school policy.
- Support programs devised by the school.

**School community members have the right to:**

- Be respected by – staff, students, the wider community
- Be welcomed at our school.
- Have their children’s full potential realised within the limitations of available resources.
- Meet with staff and discuss issues relating to school policy and procedure, their child’s progress and record keeping.
- Be included in decisions made at school.
- Have opinions valued.
Desired behaviours at Malanda State School

Appendix 1 – Universal Desired Behaviours Matrix

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

We recognise three core components of a supportive school environment that impact directly upon our ability to facilitate standards of positive behaviour.

1. Curriculum
The curriculum must be relevant and meaningful to the students. The learning tasks must be presented in ways that engage students’ different learning styles, abilities, ages, interest areas and levels of academic, emotional and social development. The curriculum must provide opportunities for creativity, independent learning and quality feedback.

2. Interpersonal Relationships
Student–student and student–teacher relationships within the classroom must to be positive. Fun is an element of the class interaction. Students should be able to seek teacher assistance when required. Class activities should promote interaction within the class. Expectation for desired behaviour are clear to all students.

3. Organisation
The classroom spaces are set up to support curriculum activities. The daily timetable is visible and known to students. Expectations for behaviour are consistent throughout the school and visible to all. Appropriate behaviours are taught and consistently reinforced.

Staff employ consistent strategies for reinforcing behaviour: Malanda Moolah, reward vouchers, are handed out to students demonstrating desirable behaviours and may be used to purchase reward items; positive parent contacts are made. Other strategies include: class points or raffle systems, award certificates and recognition from other school community members such as the Principal or office staff.

Students come to school to learn. SWPBL represents an important opportunity for learning how to get along with others. All students are explicitly taught the behaviour that is expected in each school setting.

When a student exhibits low-level and infrequent problem behaviour, the first 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.
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, more respectfully or more like a learner. 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.

**Whole-school behaviour support - Stage 1: Positive and Preventative Strategies.**

**Targeted behaviour support - Stage 2: Supportive Problem Solving Strategies.**

**Intensive behaviour support - Stage 3: Responsive, Retrieval Strategies. Crisis Planning.**

### Consequences for unacceptable behaviour

The agreed Quality Standard for Behaviour at Malanda Primary School is: *Student Self-Management*. 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 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
- do not require involvement of specialist support staff or Administration.

Major behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of School Administration.

The following table outlines examples of major and minor problem behaviours and possible strategies:
### The network of student support

Students are supported at three levels in Malanda Primary School:
- Peer (student) support
- School Staff support
- Community Agency support

Students access **peer support** through school wide programs like:
- Student leader program
- Student Council
- Extension and enrichment
- School band program

Students also access **peer support** through the following classroom strategies that operate frequently in all classrooms:
- Solving Circles
- Class meetings
- Buddy system

Students access **school staff** for support through these programs:
- Guidance Officer
- Administration referral
- Teacher mentors

Students also access **school staff** for support when necessary. Class teachers, teachers’ aides and administrators all offer support, encouragement and advice for students.

Students access **community agency support** through the Guidance Officer’s referral processes. The following support agencies are most commonly used:
- Atherton Neighbourhood Centre
- Child and Youth Mental Health Services

### Consideration of individual circumstances

Our intention is always to facilitate the learning and development of responsible behaviour. Our context is developmental spanning early childhood to early adolescence, inclusive of students with disabilities and students from a variety of cultural and racial backgrounds. Responses to inappropriate behaviour always consider the particular situation and context, the needs and rights of school community members and the individual circumstances and actions of the student. In
determining the appropriate response, staff seek to engage students actively in restitutive actions. Suspension and Exclusion are used sparingly and usually only after other strategies have failed to engage the student in developing responsible behaviour.

**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

**1. 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

**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
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<th>Malanda Primary School : Universal, Desired Behaviours</th>
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Responding to Bullying (including Cyber bullying)

Purpose
1. Malanda Primary School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
   - Achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
   - Raising achievement and attendance
   - Promoting equality and diversity and
   - Ensuring the safety and well-being of all members of the school community.

Definition
Bullying involves a desire to hurt + hurtful action + a power imbalance + (typically) repetition + an unjust use of power + evident enjoyment by the aggressor and a sense of being oppressed on the part of the victim. Dr K. Rigby, “Defining bullying: a new look at an old concept” http://www.kenrigby.net/

2. There is no place for bullying in Malanda Primary School Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community’s goals and efforts for supporting all students.

3. Bullying behaviours will not be tolerated at Malanda Primary School. Such behaviours may include: name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

4. Bullying may be related to:
   - Race, religion or culture
   - Disability
   - Appearance or health conditions
   - Sexual orientation
   - Sexist or sexual language

5. Bullying behaviours (violence, discrimination, harassment) will be attended to in line with the Consequences for Unacceptable Behaviour section of the Responsible Behaviour Plan for Students.

6. Bullying as defined above will be attended to through “social problem solving methods.” Specifically, the Method of Shared Concern (Pikas 2002) and the No-Blame Approach (Maines & Robinson, 1992).
Appendix 4

Personal Technology Devices at School

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

*Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, IPods® and devices of a similar nature.*

**Personal Technology Devices Banned From School**
Generally students do not need personal technology devices at school for academic purposes and so must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

**Confiscation**
During the life of this policy, there may be occasion where certain personal technology devices are permitted at school for academic use. If these permitted devices are used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

**Recording voice and Images**
Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Malanda Primary School Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.
Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:
- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to QPS.

**Text communication**
The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school, should ensure they keep the message as evidence and bring the matter to the attention of the school office.

**Recording Private Conversations and the Invasion of Privacy Act 1971**
It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, ‘a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation’. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

**Special Circumstances Arrangement**
Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

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1 *Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.*