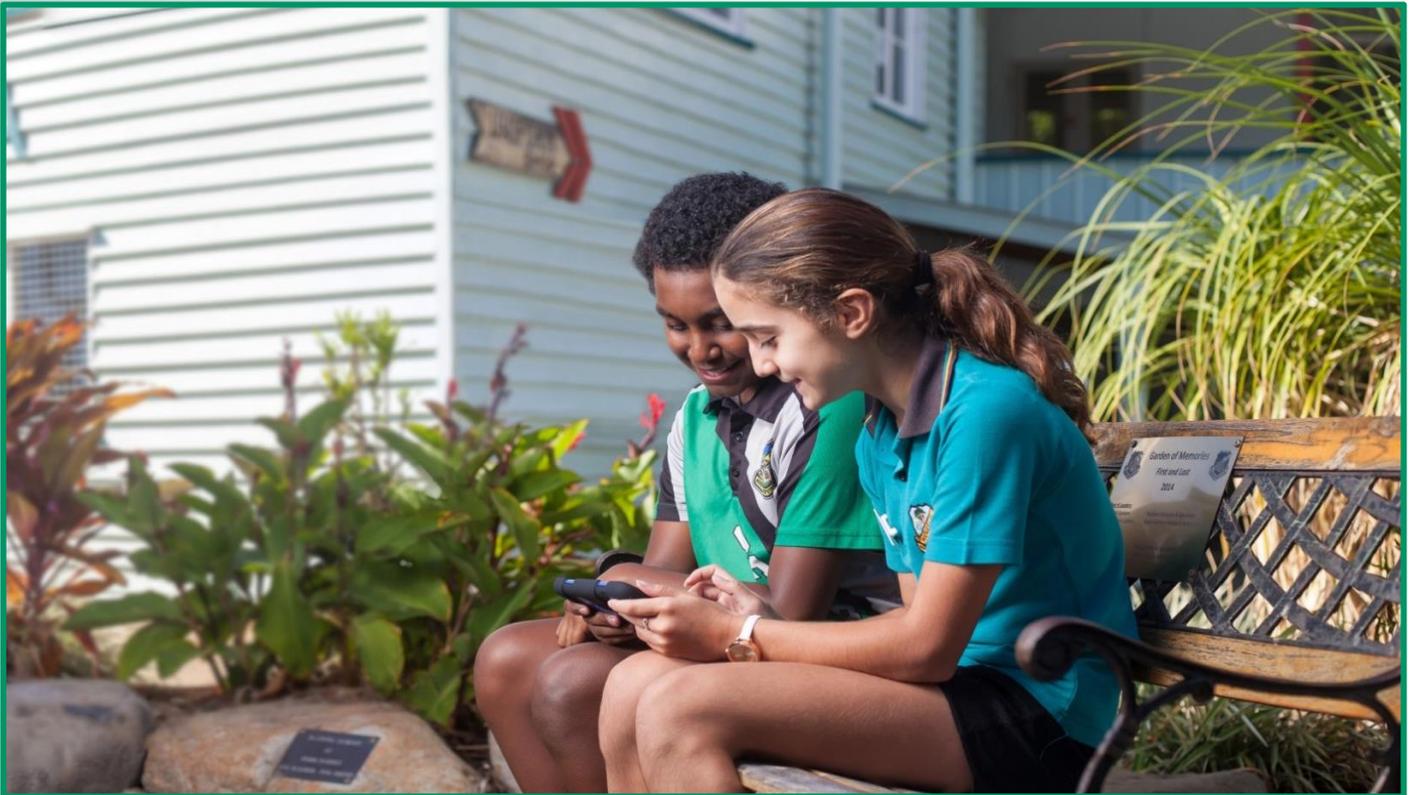


Mareeba State School



Responsible Behaviour Plan for Students

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"EVERYDAY IN EVERY CLASSROOM EVERY CHILD IS LEARNING AND ACHIEVING"

1. Purpose

Mareeba State School is committed to providing a safe, respectful and disciplined environment for students and staff so that students are given the best opportunity to engage in quality learning experiences and to acquire values that support them to be socially responsible citizens.

The Responsible Behaviour Plan (RBP) focuses on developing a safe and supportive learning environment and aims to foster socially responsible behaviour in all students through:

- explicit teaching and modelling of appropriate behaviours(I DO, WE DO, YOU DO)
- reinforcement of positive behaviour that promotes self-worth and self-discipline
- restitution and restoration of relationships following problem behaviours
- routines that prioritise safety and learning that are essential to the operation of the school.

2. Consultation and Data Review

This plan aims to build and strengthen relationships between all members of the school community to ensure that social and academic learning outcomes are maximised for all. It was developed through consultation with all stakeholders including parents (P&C), Positive Behaviour for Learning (PBL) team, Tableland Counselling and Support Services, Child and Youth Mental Health Services, staff and students. Where suitable, such groups reviewed school data relating to various aspects of student engagement including attendance, school discipline, absences and School Opinion Survey.

The RBP was endorsed by the Principal, Mrs Mandy Whybird, Deputy Principals Nyree Burton and Hannah Simpson, P&C President, Mrs Marita Roberts, and the Assistant Regional Director of Schools FNQ, Mr Stephen Bell in October 2015, and will be reviewed in 2018 as required by legislation.

3. Learning and Behaviour Statement

Mareeba State School RBP applies to **all** members of the School Community to maintain a high standard of behaviour through **consistency, transparency, fairness and accountability**. Teachers have a responsibility to ensure that students will learn without disruptive behaviour hindering their success and enjoyment of learning. Students have the responsibility to respect that teachers have a fundamental right to teach without disruptive behaviours hindering their success and enjoyment of teaching.

A positive, disciplined environment is created through a working partnership between school and parents or carers. It is through this positive partnership and an awareness of the cultural beliefs and values of the variety of cultural and ethnic groups that make up our school community, we can encourage our learners to become socially responsible citizens.

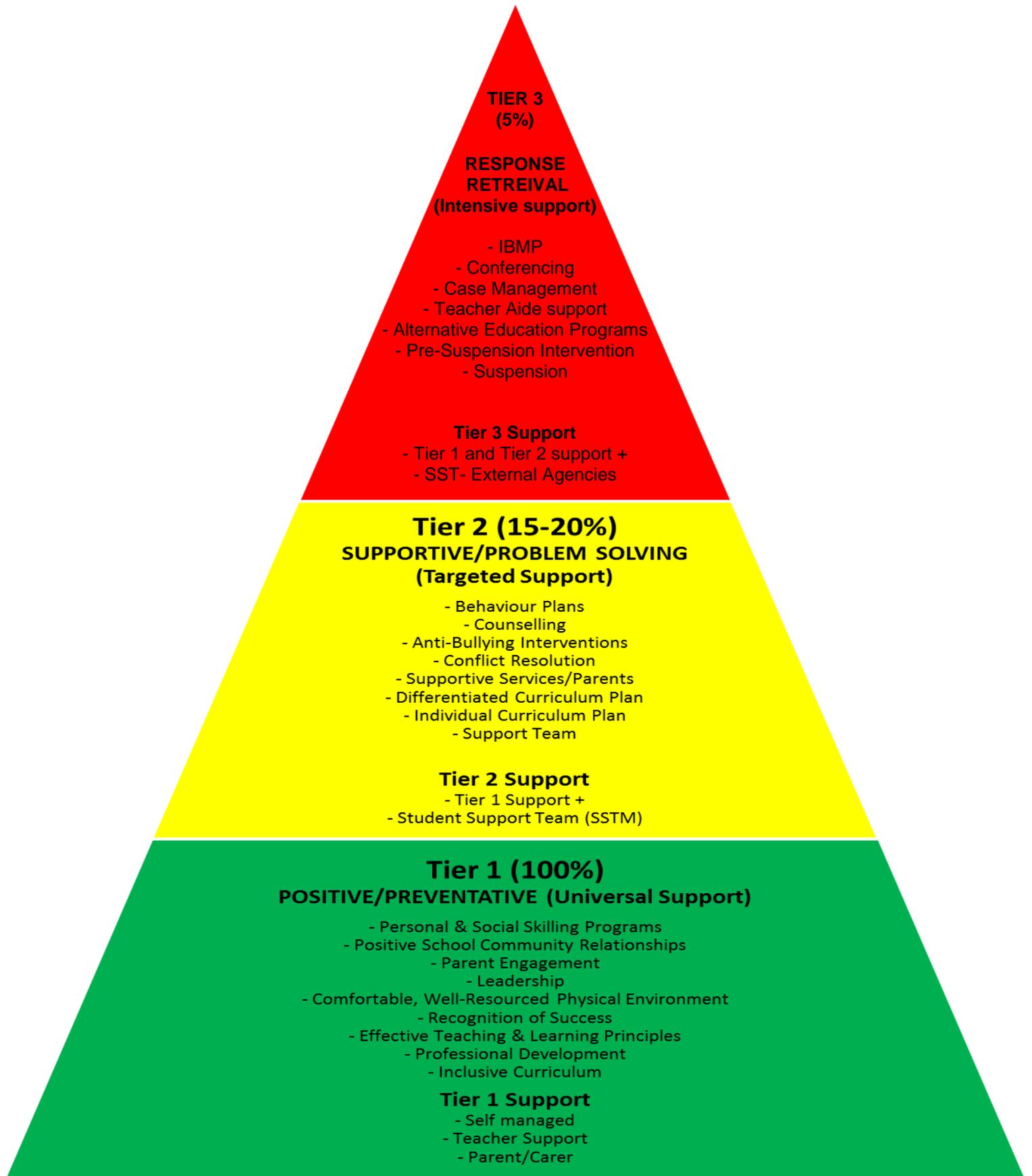
Our school community has identified the following school rules to teach and promote high standards of responsible behaviour.

At Mareeba State School I Am:

- **Safe**
- **A learner**
- **Respectful**

See **appendix 8 For MSS Expectations**

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



As the model depicts, at all levels of behaviour support and intervention there is focus on relevant curriculum, positive interpersonal relationships and sound organisational practices in order to promote effective teaching and learning practices.

In order to encourage students to develop self-discipline, all students are **explicitly taught** a variety of ways that they are able to get their needs met in a social responsible manner. However, some students require more intensive support to rebound from dysfunctional behaviour patterns. The aim is to provide the **least intrusive** level of support necessary to effect change. Students need to be empowered to develop self-responsibility for their own behaviour to effect sustainable change over time.

Mareeba State School provides the Behaviour Management Tiers of Behaviour Poster (see appendix 6) that is posted (visible) in the school to indicate clearly through Tier 1 - 3, examples of behaviour, possible consequences and the process involved to provide support for providing support for students. These procedures align with the following levels of support:

TIER 1: Universal Behaviour Support

Mareeba State School implements proactive and preventative processes and strategies to support student behaviour. *Mareeba State School Enrolment Package* contains an Enrolment Agreement which outlines the responsibility of all parties. Upon enrolment, students are required to sign the *Enrolment Agreement with parents/carers and a school representative*.

The *MSS RPB* contains information on the following policies and procedures:

- *Major / Minor Behaviour Incidents and Management*
- *Students with Mobile Phones at School*
- *Personal Possessions at School*
- *Managing Play Ground behaviour flow chart*
- *Managing Class Room behaviour flow chart*
- *Mareeba State School schoolwide expectations*
- *Classroom environment plan (CEP)*

Most of the students at Mareeba State School are self-managing students who deserve recognition and reward for their self-responsibility. Preventing inappropriate behaviour through the promotion of appropriate behaviour is a more positive and generally a more successful method of managing student behaviour than correcting behaviour incidents after they occur.

At Mareeba State School, positive and preventative strategies include:

A positive whole school culture (Positive Behaviour for Learning)

Our school culture is developed through Positive Behaviour for Learning (PBL) incorporating various social skills programs and behavioural expectations in context being explicitly taught and acknowledged. Staff select from a wide range of acknowledgement strategies with students including:

- Praise /Encouragement (Verbal/Non-verbal/ Written)
- Class Responsibilities (Messenger, Teacher's Helper, Library Monitor, Tuckshop)
- Inter-Class Responsibilities(Peer Tutoring)
- Token/Point/Star Systems(Individual/Group Goal-Setting)
- Public Display of Work(Classroom, Foyer, Sentinel Newsletter)
- Individual Class-Level Rewards(Stickers, Books, Stamps, Certificates, Student-Choices, Computer Time)
- Whole Class Rewards (Fun Days/ Activities, Sport, Games)
- Positive phone calls to Parents or Carers
- Reward Tickets/ Reward Trophies (Years Prep – 1, Year 2-3 and Year 4-6) presented each week at Parade
- Sharing Work With Others (Principal, D.P., Other Classes, Parents)
- Celebrations (Birthdays, Achievements)
- Notices in School Sentinel Newsletter, The Murri News and on the student notice board outside the school
- Awards at Assemblies/Awards Night
- Student Council positions
- Leadership positions for Year 6 students
- Peer Supporter positions for Years 5 and 6 students

The efforts of staff members are also acknowledged through staff meetings and the school newsletter 'The Sentinel'.

Quality learning and teaching practices

Ongoing professional development occurs in line with professional performance standards and school priorities identified through the Professional Development Plan. All teaching staff members are members of cohort teams that meet fortnightly to support each other, plan curriculum, share ideas and develop strategies to address needs that may arise.

Teaching staff collaboratively plan units of work in their year levels, create individual curriculum plans, develops a classroom environment plan and combines expertise and knowledge to enhance student outcomes. Teachers also use an explicit teaching (I DO, WE DO, YOU DO) agenda to teach expected behaviours. General Staff Meetings occur fortnightly to share departmental information and to discuss whole school issues.

Our experienced teachers are available to mentor and coach through our Beginning Teacher Support Program. All staff receive coaching through Classroom Profiling upon request with a whole staff behaviour profiling program twice annually.

TIER 2: Targeted behaviour support

Students, who demonstrate behaviours incompatible with *Mareeba State School RBP* despite efforts to promote and develop appropriate behaviour, must be supported to modify and correct their behaviour through:

Application of a range of behaviour management supports

The school utilises a collaboratively developed whole school RBP, compiling safe and respectful 'best practice' behaviour management strategies and consequences to uphold school expected behaviours. These strategies and consequences, cater for a range of diverse and individual contexts and circumstances, with provision for the exercising of teacher professional judgement linked to accountability.

Staff members are encouraged to utilise a 'least intrusive' approach to correction of inappropriate behaviour, aiming to disrupt the learning environment as little as possible in the process of maintaining conducive learning conditions. To ensure all staff apply these skills consistently, training and refresher sessions in the ESCM make up some of the regular professional development sessions that the whole school engages in, including classroom profiling.

A continuum of least to most intrusive Intervention processes involving modifications to learning conditions to prevent recurrence of behaviours.

Following correction of behaviour problems in the classroom or playground, teachers are encouraged to initiate changes in practice to prevent or reduce the possibility that the behaviour will reoccur. As with the corrective process, this is a "least to most intrusive" process, involving the initial modification of organisational and relationship factors within the learning setting and ultimately the involvement of student support services outside the classroom (e.g. medical support, mental health, TCAS).

The page following shows the Focus of Intervention Strategies and the Essential Skills in Classroom Management.

FOCUS OF INTERVENTION STRATEGIES

LEAST INTRUSIVE

LEAST RESISTANT
TO CHANGE

PHYSICAL ENVIRONMENT

- Seating Plan/Class Set-up
- Lighting/Furniture
- Visual Distractions
- Location of Resources
- Teacher Proximity
- Lesson Venue

TASK REQUIREMENTS

- Length of Activities
- Hands-on lesson elements
 - Use of technology
 - Goal setting
- Learning Contracts
 - Use of Breaks
- Variety of activities
- Flow of lesson activities
- Transition between activities
- Relevance/Level of Content

SOCIAL INTERACTIONS

- Non-verbal signals
- Least intrusive strategies
 - Peer influence
- Monitoring systems
- Reward systems

STUDENT

- (Medical, Emotional, Environmental)
- Positive Behaviour Support Teacher
 - Student Support Team meeting with parent/carer
 - Guidance Officer
 - Paediatric Referral
 - Administration
 - Referral to other community support agencies

MOST INTRUSIVE

MOST RESISTANT TO
CHANGE

Least intrusive to most intrusive strategies utilised by school staff in correcting student behaviour include the following, in order of level of intrusion:

(ESCM STRATEGIES LINKED TO PROFILING)

- tactical ignoring
- selective attending
- proximity
- proximity with touch / non-verbal intervention
- body language encouraging
- waiting and scanning
- pause in talk
- cueing (verbal/non-verbal/parallel)
- descriptive encouraging
- non-verbal redirection (e.g. flashcards/private signals)
- distraction/diversion
- non-verbal directional action (e.g. bell/whistle/clapping)
- oral directional phrase (e.g. 1-2-3, eyes on me)
- curriculum redirection
- calling the student's name
- questioning to re-direct (e.g. rule questions)
- individual close talk
- verbal redirection – directive question
- verbal redirection – directive statement
- give choices (incorporating consequences)
- state logical consequence
- follow through – enforce consequences
- move student in room/playground
- move student to reflection/time-out area/buddy class
- remove student from classroom/playground
- have third party remove student from classroom/playground
- remove rest of class from room/ area
- physical restraint

TIER 3: Intensive Behaviour Support

Within our student population, there is a small percentage of students (approx. 5%) who fail to modify their behaviour consistently despite the corrective and supportive interventions utilised by the teaching staff. Generally, there is some medical, emotional or environmental condition that influences the student's behaviour and places their high level support needs outside the expertise of the classroom teacher. These students have **Tier 3** support needs, and require the intensive support of additional personnel within and outside the school, including:-

- Positive Behaviour Management Teacher
- Guidance Officers,
- Inclusive Practices Staff (SWD)
- Agencies such as Child and Youth Mental Health Services (CHYMS), Austism Queensland
- Paediatricians
- School Administration – Principal, Deputy Principal, Head of Inclusive Practises
- School Chaplain
- TCAS
- Police Liaison Officer

For such students, **a variety of intervention strategies** are introduced in unison with the mainstream school-wide corrective and intervention practices already listed. Such strategies may include:

- Behaviour monitoring
- Playground withdrawal
- Structured recess activities
- Playground monitoring
- In-class withdrawal
- Buddy systems/class
- Behaviour contracts
- Teacher aide withdrawal sessions
- Counselling
- Visits by external agency
- Student Support Team Meetings referral process
- Parent/Carer interviews
- Restitution plan during recess or after school (apologise, repair damage or complete work)
- Community conferencing / restorative justice
- Individual Behaviour Management Plans (IBMP)
- Discipline Improvement plans (DIP)
- Risk Management Planning
- Modified school attendance (reduced/restricted attendance/gradual re-entry)
- Referral to internal and external support agencies
- Physical restraint
- Alternative Education Program (AEP) (linked to IMBP)
- Suspension (1-10, 11-20 days)
- Distance Education (on campus, off-campus supported)
- Dual enrolment (with Distance Ed)
- Exclusion

Intervention and support will be managed through the SST meetings.

Suspension and exclusion of a student from Mareeba State School is a consequence that is used as a **last resort** for a student with repetitive behaviour issues who is resistant to attempts to modify their behaviour or for high level, unsafe behaviours directed at a student or staff member. Use of suspension serves to initiate increased support for the student upon their re-entry, with the aim of preventing a repeat of the behaviour and assisting the student to re-integrate into the school environment.

Compulsory re-entry meetings for students returning from suspension are held to create a supportive network for the student and to define the support processes to be used. These meetings must include:-

Student, Parent-caregivers, School administration, Class teachers, PBMT, GO, HIP (if required) help to create a supportive network for the student and define the support processes to be used.

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.

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 Mareeba State 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.

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 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

Record keeping

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- Detailed incident report recorded on *One School*
- All contacts recorded on *One School*

Mareeba State School has a trained restraint team to support with high risk incidents.

6. Consequences for unacceptable behaviour

In applying consequences in the classroom setting, the general aim is to minimise disruption to learning and teaching whilst keeping the student within a learning setting and encouraging them to reflect on their behaviour and develop self-responsibility. See **appendix 9** for examples of minor/major behaviours.

For this reason, teachers at Mareeba State School are encouraged to use Time Out areas within the classroom for temporary withdrawal, and Buddy Classes when withdrawal from the immediate setting is warranted.

When in Time Out within the class or in a Buddy Class, students are expected to reflect on their behaviour and complete re-entry questions. Withdrawal to Time Out and Buddy Classes is linked to various warning systems within classes as negotiated on a regular basis between class teachers and the students in their classes. **Class teachers will notify parents if students do not change behaviours after 3 withdrawals to a buddy class.** Teachers have the option to call parents and support personnel and if persistent behaviour continues use a behaviour monitoring sheet **see appendix 1**. If inappropriate behaviour continues the teacher may bring the student to the next Student Support Team Meeting (SSTM) through following the correct referral process.

Major incidents will require a parent meeting with Class Teacher, BMT and other relevant personnel upon re-entry to class from suspension. This meeting is designed to set goals and raise any other concerns to assist the student in a positive re-entry to school. Inductions for new students by the class teacher include discussions of these warning systems.

Non-Teaching Staff should be aware of individual teacher/s expectations and negotiated rules.

7. Network of student support

Students at MSS have a range of services available depending on their level of support need. In most instances the whole school acknowledgement and correction plans recognise self-responsibility and assist students to correct behaviour to comply with our expectations. When students need additional support from home, parents will be contacted to discuss how parents and school personnel can work as a team to support the young person. Teachers use their professional judgement to determine whether a student requires Tier 2 or 3 support measures.

Students may be referred to the Student Support Team (SSTM) by the class teacher. For services such as:

- Home/School Liaison (Family Liaison Officer)
- Chaplain
- Learning Support
- Teacher Aide
- Guidance and
- Speech Language Pathology

During support team meetings, student individual needs are discussed and support options including referral to other government and community agencies are considered.

Government agencies include but are not limited to:

- Child and Youth Mental Health Services
- Community Health
- Disability Services
- Dept. Child Safety

Community agencies include:

- Mareeba Information Support Centre, and
- Tablelands Counselling and Support Service
- Mulungu Health Clinic
- WANNABE

If student behaviour fails to improve after this level of support, Tier 3 supports are initiated. At this level, students may be managed via a Complex Case Management team. This team can then guide the formulation of *Individual Behaviour Management Plans (IBMPs)*, creation of *Discipline Improvement Plans (DIPs)* or the development of *Alternative Education Programs (AEPs)*.

8. Consideration of individual circumstances

The individual circumstances of each case will be taken into account when deciding upon and applying consequences.

This statement reflects the philosophy of the school community not only towards the correction of inappropriate behaviour in the classroom or school yard, but also towards the strategies introduced for chronic behaviour issues.

School staff recognise that students are individual and have individualised needs, relating to factors such as:

- ability
- disability
- socio-economic status
- race and culture
- that behaviour is dynamic and contextual, and is influenced by a range of diverse personal and systemic factors intrinsic and external to the school setting

Teachers and support staff are able to ensure that behaviour management processes in the school cater for the individual circumstances of the student and situation through:

- a) the development and maintenance of positive and collaborative relationships with students, fellow staff, parents and school support personnel,
- b) the careful assessment of the behaviour situation, including gathering of relevant information, before taking action, and
- c) the application of non-emotive, systematic and logical correction and intervention strategies.

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
- 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

10. Related policies and procedures

- [Safe, Supportive and Disciplined School Environment](#)
- [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](#)
- [Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)
- [Temporary Removal of Student Property by School Staff](#)

11. Some related resources

- [Safe, Supportive and Disciplined Schools](#)
- [Bullying. No way!](#)
- [Safe Schools Hub](#)

Endorsement

Principal

P&C President or
Chair, School Council

Date effective: from to

Appendix 1 MSS Behaviour Class Monitoring Sheet

Mareeba SS Classroom behaviour tracking sheet

STUDENT NAME:

DATE:

CLASS:



Infringement of 'I am SAFE' expectations					
Exiting class without permission					
Inappropriate use of equipment					
Property damage					
Possession of weapon(s)					
Inappropriate movement within room (out of chair, rocking)					
Other					
Infringement of 'I am RESPECTFUL' expectations					
Repeated inappropriate language amongst peers					
Disrespectful language directed at students					
Disrespectful language directed at staff					
Negative comments (put downs/ harassment)					
Damage to own work / property					
Damage to other's work / property					
Theft of other's property					
Wilful refusal to follow instructions					
Other					
Infringement of 'I AM A LEARNER' expectations					
Refusal to begin task / attempt work					
Off task					
Repeated calling out (interrupting learning)					
Disrupting the learning of others (talking/noises/movement)					
Inappropriate internet/computer access					
Repeated lateness to class					
Not listening (whole body, not paying attention)					
Other					
STRATEGIES & CONSEQUENCES APPLIED TO MANAGE INCIDENT					
Selective attending / tactical ignoring					
Proximity					
Non-verbal redirection / rule reminder					
Verbal redirection / rule reminder					
Give choices					
Move student in room					
Follow through—time out in class					
Follow through—time out in buddy class					
1:1 discussion (exploration of problem)					
Lunchtime detention / Work completed in own time					
Apology / act of restitution					
Confiscation of inappropriate material					
Parent contact (phone call / meeting/ email)					

SETTING EVENTS	ANTECEDENTS	BEHAVIOUR	CONSEQUENCES
Describe contributing factors eg missed medication, family disruption, late to school, lack of sleep,	Describe the what, the when and the who prior to the behaviour	Describe exactly what the student said and did	Describe what teachers and peers said and did in response to the behaviour

Ecological Changes made by class teacher

- 1.
 - 2.
 - 3.
 - 4.
- Contact Parents
 One School incident and parent contact
 Refer to DP / BM
 Provide tracking sheet for 3 days
 Refer student to student support team meeting



Appendix 2 MSS Playground Behaviour Flow Chart



Appendix 3 MSS Class Room Behaviour Flow Chart

POSITIVE BEHAVIOURS
Student is meeting and exceeding the expectations of the school

TEACHER ACTION
Acknowledge behaviour using behaviour specific feedback and negotiated class rewards

PROCESS
In class negotiated rewards for individuals and groups
Student of the week awards
Fun Friday activities

MINOR INCIDENT
Failing to meet school expectations about learning, safety and respect as outlined in our Mareeba State School expectations

POSSIBLE TEACHER / TA ACTION
ESCM top 5 strategies for managing student behaviour
Follow through Timeout in class / buddy class
1:1 discussion – exploration of the problem
Lunch time detention or work completed in own time
Apology / act of restitution

PROCESS
In class process' for individual students including but not limited to strike systems and behaviour ladders
Class teacher to record incident in One School

PERSISTENT MINOR
At least 3 incidents have been recorded in One School
BM referred to on incident

TEACHER ACTION
Contact parent by phone or formal meeting, recorded in One School
Teacher consults with colleague support network

PROCESS
Record behaviour incidents in One School
Complete appropriate forms
Refer to BM/DP via One School

SERIOUS/CRIMINAL-MAJOR
Violence
Possession or supply of illegal substances
Leaving school grounds
Major vandalism
Obscene and abusive language directed at staff / parents
Inappropriate use of computers or electronic devices
Arson, Assault physical / sexual, Serious Theft

TEACHER ACTION
Contact Administration and BM immediately
Complete incident in One School at first opportunity

PROCESS
Administration / BM to record infringements in One School
Scan/ attach incident report as required

ADMINISTRATION ACTION
Rethink process
Re-entry meeting with student / parent
Restitution/ apology/ repair
Case team meeting
Discipline Improvement Plan
Complex case managed
Variable timetable, Suspension 1-10 days, Suspension 11-20 days

PROCESS
Investigation
Formal recorded contact student and parent or carer
Update incident in One School to include investigation findings and action
Feedback to teacher

PERSONAL POSSESSIONS AT SCHOOL

RATIONALE:

- Staff at our school spend an inordinate amount of time assisting students to find personal items, that have been lost or stolen.
- Apart from intermittent “show and tell” presentations, there is no other reason for students to bring items of a personal/valuable nature to school.
- These items are an unnecessary distraction that prevents rigorous learning.

“PERSONAL ITEMS” INCLUDES THE FOLLOWING:- [However this list is not exhaustive]

Toys; CD Players; MP3 Players; Mobile TVs; Mobile Phones; Computer Games; CDs; DVDs; Laptops; personal computer programs/software or any other Digital Sound or player device

PROCESS & PROCEDURES

- **Personal Items that are brought to school to show classmates or to use as “props” in presentations are to be given to the Class Teacher for security & storage immediately on arrival at school. These will then be given back to the student at the end of the school day.**
- Any student found with any of the items listed above, **or similar items**, that have not been handed to their teacher or office will have it immediately confiscated and returned to the student at the end of the school day.
- Any personal items that are lost, stolen or damaged at school are NOT the responsibility of the school.
- School staff have every right to confiscate these items, in line with the relevant procedure for the [Temporary Removal of Student Property by School Staff](#)

Appendix 5 MSS Matrix of Expected Behaviours

Expectations	MSS RULES: ALL SETTINGS	TEACHING AREAS CLASSROOMS, LIBRARY, LABS	WALKWAYS & STAIRS	EATING TIME	TUCKSHOP AREA	PLAYGROUND & OVAL AREAS	BUS LINE	Toilets
I AM SAFE	<p><i>I stay in my eating and play areas</i></p> <p><i>I follow steps to solve any problem</i></p> <p><i>I follow safety rules and teacher directions</i></p>	<p><i>Enter in a calm and orderly manner by lining up</i></p> <p><i>Walk</i></p> <p><i>Use equipment properly</i></p> <p><i>(Ask Politely) Gain permission to leave</i></p>	<p><i>Walk</i></p> <p><i>Look out for others</i></p> <p><i>Walk on the left side of the walkways</i></p>	<p><i>Sit</i></p> <p><i>Eat your own food</i></p>	<p><i>Walk</i></p> <p><i>Line up patiently</i></p> <p><i>Stay sitting while you eat</i></p>	<p><i>Join in school approved games in the correct area</i></p> <p><i>Use equipment for intended purpose</i></p> <p><i>Wear hats and shoes</i></p> <p><i>Wait in the netball court area if you arrive at school before 8:30am</i></p>	<p><i>Walk</i></p> <p><i>Sit in your bus line inside the hall</i></p> <p><i>Keep food and drink in your bag</i></p> <p><i>Enter through rear of the hall</i></p> <p><i>Use an inside voice</i></p>	<p><i>Walk to and from toilets</i></p> <p><i>Wash hands after use</i></p> <p><i>Keep food out of toilets</i></p>
I AM RESPECTFUL	<p><i>I use good manners and make good choices</i></p> <p><i>I keep my hands and feet to my self</i></p> <p><i>I respect all property and people</i></p>	<p><i>Be in the right place at the right time</i></p> <p><i>Use your [inside / classroom] voices</i></p> <p><i>Gain the teacher's attention in a polite way by putting hands up</i></p> <p><i>Respect other students' property</i></p>	<p><i>Walk quietly – so others can continue learning</i></p> <p><i>Walk in straight lines</i></p>	<p><i>Place rubbish in the bin</i></p> <p><i>Ask teacher permission to leave the area when the bell goes</i></p>	<p><i>Wait your turn patiently at the tuckshop</i></p> <p><i>Use manners with the tuckshop people</i></p> <p><i>Place rubbish in bins</i></p> <p><i>Eat in the correct area</i></p> <p><i>Ask teacher permission to leave the area when the bell goes</i></p>	<p><i>Play by and accept the rules of the game</i></p> <p><i>Include others</i></p> <p><i>Tolerate differences</i></p>	<p><i>Walk to the bus and keep your place in the line</i></p> <p><i>Board the bus calmly</i></p> <p><i>Use your polite voices when inside the bus hall</i></p>	<p><i>Use the toilet correctly</i></p> <p><i>Flush the toilet after use</i></p> <p><i>Keep all foreign objects out of the toilet</i></p>
I AM A LEARNER	<p><i>I am confident, organised and on time</i></p> <p><i>I listen to the teacher and others when they are speaking</i></p> <p><i>I persist and finish work tasks</i></p> <p><i>I work co-operatively and allow others to learn</i></p>	<p><i>Attempt all tasks and do your best</i></p> <p><i>Ask for help if you are not sure</i></p> <p><i>Whole body listening</i></p> <p><i>Be organised and be on time</i></p>	<p><i>Walk back to class straight away after the bell goes</i></p>	<p><i>Eat before play</i></p> <p><i>Eat so that you are ready for learning</i></p>	<p><i>Eat before play</i></p> <p><i>Eat so that you are ready for learning</i></p>	<p><i>Help others to learn the rules of games</i></p> <p><i>Return to class promptly and be ready for learning</i></p> <p><i>Leave playground problems on the playground</i></p>	<p><i>Learn the routines</i></p> <p><i>Help younger students by modelling the correct routines</i></p>	<p><i>Demonstrate correct use of the toilets</i></p> <p><i>Model best behaviour</i></p> <p><i>Be quick back to class</i></p>

Appendix 6 MSS Tiers of Behaviour

TIERS OF BEHAVIOUR	WHO IS INVOLVED?	EXAMPLES OF BEHAVIOURS AT THIS STAGE	CONSEQUENCES	PROCESS
<p>TIER 1</p> <p>You, your teacher and your Parent / Carer</p>	<p>You do not need anyone to help you – you show Self-responsibility.</p> <p>At times your teacher helps you to stay in tier 1 when:</p> <ul style="list-style-type: none"> • You receive a reminder of a rule or a warning • You are given time out in your classroom <p>Supervisor takes time to speak to you</p>	<p>You follow MSS expectations</p> <ul style="list-style-type: none"> • Be Safe • Be a learner • Be respectful <p>Low level irresponsible behaviour, such as</p> <p><i>Incidental swearing (not at anyone)</i></p> <p>or any of the following behaviours (for the first time)</p> <p><i>Teasing (isolated)</i></p> <p><i>Leaving class without permission</i></p> <p><i>Not returning to class in a timely fashion</i></p> <p><i>Back answering and arguing</i></p> <p><i>Leaving seat and distracting others</i></p> <p><i>Unsafe play or activity</i></p> <p><i>Disturbing the learning of others</i></p> <p><i>Not co-operating, etc.</i></p>	<p>Trust and privileges</p> <p>Acknowledgement Plan</p> <p>In the case that you make some poor choices your teacher or other adult in the school will give you a warning, reminder of the rule and/or time out and you will be expected to follow it in future. You will stay in tier 1 when this happens.</p> <p>If the behaviour is repeated you may go to Tier 2.</p>	<p>CLASS TEACHER</p> <p>Anecdotal records</p> <p>Positive Behaviour is recorded on One School</p> <p>In class processes for individual students</p> <p>ESCM</p> <p>PLAYGROUND</p> <p>Warning</p> <p>Reminder of rule</p> <p>Speaking to student</p> <p>Restricted play area for a time</p> <p>Revised game rules</p> <p>Ban game or unsafe play</p> <p>Time Out</p> <p>Litter Duty</p>
<p>TIER 2</p> <p>YOU, YOUR TEACHER, YOUR PARENT, POSITIVE BEHAVIOUR MANAGEMENT TEACHER, DEPUTY PRINCIPAL, GUIDANCE OFFICER, Head of Inclusive Practices (HIP), Inclusive Practices Teacher (IPT)</p>	<p>You, your teacher and parent will make a plan to help you return to Tier 1. or</p> <p>You may be referred to the SUPPORT TEAM. By involving the support team we are trying to support you to change your behaviour and return to Tier 1</p>	<p>Continued Tier 1 and 2 behaviours as well as:</p> <p><i>Low level bullying</i></p> <p>Continued Tier 1 and 2 behaviours as well as:</p> <p>High level Bullying</p> <p>Including Cyber bullying</p> <p><i>Leaving school without permission (police will be called)</i></p> <p><i>Physical or verbal abuse of another student</i></p>	<p>Time Out</p> <p>In Class Detention</p> <p>Loss of Privileges</p> <p>Making up wasted time in own play time</p> <p>Restitution of broken or lost items</p> <p>Anti-bullying interventions</p> <p>Logical consequences</p> <p>Modifying Environment/ Work Demands/Social Interactions</p> <p><i>As above, including</i></p> <p>Buddy classroom</p> <p>Behaviour Contract</p> <p>Behaviour Monitoring Sheet</p> <p>Anti-bullying interventions</p> <p>Individual Behaviour Management Plans</p> <p>Alternate Education Plans</p> <p>Parent/career approval for after school detention</p> <p>Structured Recess Activities</p> <p>If behaviours persist referral to the Special Needs Committee follows and loss of:</p> <ul style="list-style-type: none"> • privileges • excursions and camps <p>any curricular activity involving risk management</p>	<p>CLASS – Individual Behaviour Management Plan (IBMP)</p> <p>Behaviour Tracking Form</p> <p>Record incidents on One School – referring BM Support team referral process</p> <p>PLAYGROUND</p> <p>White Behaviour Referral Form</p> <p>Referral to Positive Behaviour management Teacher/admin/GO</p>
<p>TIER 3</p> <p>YOU, YOUR TEACHER, PARENT, POSITIVE BEHAVIOUR MANAGEMENT TEACHER, HIP, IPT, GUIDANCE OFFICER, DEPUTY PRINCIPAL AND PRINCIPAL, External Agencies,</p>	<p>Everyone who can help you - at this stage you are close to suspension. OR YOU HAVE BEEN SUSPENDED YOU COULD BE RETURNING FROM SUSPENSION MEETING ALL EXPECTATIONS OF RE-ENTRY</p>	<p>Continued Tier 1 & 2 behaviours as well as:</p> <p><i>Verbal abuse of staff member or volunteer</i></p> <p><i>Continued bullying</i></p> <p><i>Racial or sexual harassment</i></p> <p><i>Physical harm to self or others</i></p> <p><i>Drug use or handling (having cigarettes or alcohol)</i></p> <p><i>Endangering the health, well-being or safety of self and/or others</i></p>	<p>Suspension</p> <p>Risk management strategies in place.</p> <p>Individual Behaviour Management Plan in operation.</p> <p>Police involvement if necessary.</p> <p>PACE</p> <p>TCAS</p> <p>Negotiated re-entry</p> <p>Restricted Attendance</p> <p>Individual Behaviour Management Plan</p> <p>Risk Management Plan</p> <p>Alternative Education Programs</p> <p>Crisis Plan Options</p> <p>Possible search of student effects</p> <p>Suspension pending further action</p>	<p>CLASS OR PLAYGROUND</p> <p>Restricted play areas or activities or times.</p> <p>Individual Behaviour Management Plan</p> <p>Referral to Positive Behaviour management Teacher/admin/GO/Deputy Principal and Principal</p>

STUDENTS WITH MOBILE PHONES/Digital Sound Devices AT SCHOOL

[This applies to ALL students]

RATIONALE:

- One of the most discussed modern methods of Bullying & Sexual Harassment amongst children is through the use of MMS, SMS and Social Media Sites
- The only need for a child to have a Mobile Phone at school would be for safety or to receive urgent calls.
- Therefore, it is an expectation that there is no reason for a Mobile Phone or Digital Sound Device to be brought to school by any student.
- Mobile Phones/Digital sound Devices at school are an unnecessary distraction that prevents rigorous learning.

PROCESS & PROCEDURES

- Mobile Phones that ARE brought to school MUST be for safety reasons only and should be handed in to the Office for collection at the end of the school day.
- Any student found with a mobile phone or Digital Sound Device that has not been handed in will have it confiscated and parents/carers will be called to come and collect it.
- Mobile Phones/ Digital Sound Devices that are lost, stolen or damaged at school are NOT the responsibility of the school.
- Class Teachers have every right to confiscate Mobile Phones/ Digital Sound Devices for an appropriate period of time



MAREEBA STATE SCHOOL EXPECTATIONS

I AM SAFE

1. I stay in my eating and play areas.
2. I follow steps to solve any problem.
3. I follow safety rules and teacher directions.

I AM A LEARNER

1. I am confident, organised and on time.
2. I listen to the teacher and others when they are speaking.
3. I persist and finish work tasks.
4. I work co-operatively and allow others to

I AM RESPECTFUL

1. I use good manners and make good choices
2. I keep my hands and feet to myself.
3. I respect all property and people.

Minor Behaviours	Management
Teasing	Class/Duty Staff/PBT
Swearing (not directed at anyone)	Class/Duty Staff/PBT
Leaving class without permission	Class Teacher/PBT
Not returning to class in a timely fashion	Class Teacher
Back answering/arguing	Class/Duty Staff/PBT
Leaving seat and distracting others	Class Teacher
Unsafe play	Class/Duty Staff
Disturbing the learning of others	Class Teacher/PBT
Not co-operating	Class/Duty Staff
Low level bullying	Class/Duty Staff/PBT
Not wearing hat and shoes	Class/Duty Staff
Running on cement	Class/Duty Staff
Being in wrong areas	Duty Staff
Littering	Duty Staff
Playing with sticks, stones, etc.	Duty Staff/PBT
Unsafe / inappropriate use of water, toilets, stairs and port racks	Class/Duty Staff/PBT
Harming trees, plants and wildlife	Duty Staff
Not working in class	Class Teacher
Failure to complete homework	Class Teacher
Minor damage to property	Class/Duty Staff/PBT
Lying and stealing	Class/Duty Staff/PBT/Police if required
Failure to return books and equipment	Class Teacher
Talking and calling out	Class Teacher
Verbal abuse of another student	Class/Duty Staff/PBT
Major Behaviours	Management
High level bullying	Parents/PBT/Guidance Officer/Class Teacher
Leaving school without permission	Parents/PBT/Class Teacher/Police
Physical abuse of another student	Parents/PBT/Class Teacher/Duty Staff
Recurring minor incidents not responding to Tier 1 & 2 interventions	Parents/PBT/Class Teacher/Duty Staff
Swearing at a staff member or volunteer	Principal/PBT/Parents/Adopt-a-Cop
Recurring high level bullying	Principal/PBT/Deputy/Police Liaison/PBT/Parents
Serious physical abuse of another student	Principal/PBT/Deputy/Police Liaison/GO /Parents
Serious racial or sexual harassment	Principal/Deputy/Police Liaison/GO/Parents
Recurring incidents not responding to Tier 1,2 & 3 interventions	Deputy Principal/GO/Parents
Major damage to property	Principal/Police/Parents/PBT
Physical assault of staff member or volunteer	Principal/Deputy/Police/PBT/Parents
Drug use or handling (cigarettes or alcohol)	Principal/Deputy/Police/PBT/Parents