2017-2018 Responsible Behaviour Plan

Moranbah State High School
Tomorrow’s Future Today
1. Purpose

Moranbah State High School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

The ethos or climate within a school is a major factor in establishing and maintaining a high standard of behaviour and discipline. A positive ethos is based upon the quality of relationships between staff, staff and students and staff and the community. This positive ethos permeates all the school’s activities and helps form a strong sense of social cohesion.

This Responsible Behaviour Plan for Students is underpinned by the school’s Statement of Intent and teaching and learning framework, ‘The Art and Science of Teaching’ (Appendix 1). The Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate mindfully and positively within our school community.

MORANBAH STATE HIGH SCHOOL STATEMENT OF INTENT

Moranbah State High School is a vibrant, innovative and inclusive learning community preparing students for “Tomorrow’s Future Today”. Our practices are based around our daily moral purpose to ensure that “every student, in every classroom, is learning, achieving and is valued”. We expect our staff and student to consistently uphold our four core values of Respect, Responsibility, Resilience and Relationships and are working to ensure that our school community is built on professionalism, continuous improvement and accountability. We aim to provide every student with a quality education that will not only match their career aspirations, but prepare them for their future as a resilient and connected citizen.

Our Core Values:

At Moranbah State High School we ensure that “every student, in every classroom, is learning, achieving and is valued”.

Moranbah SHS Responsible Behaviour Plan 2017-2020
We achieve this through staff and student commitment to our "4R's". At Moranbah State High School we:

- Have RESPECT
- Take RESPONSIBILITY
- Show RESILIENCE
- Build RELATIONSHIPS

**Our shared core beliefs about teaching, learning and wellbeing:**

- Every student is capable of learning and improving
- Teachers have a significant responsibility for student learning
- Setting high expectations leads to success
- We all deserve to feel safe, respected and valued

**Our student imperatives:**

Students must:

- Have teachers they believe care for and support them
- Believe the work they are requested to do is at their level
- Have friends at school

**Our teacher imperatives:**

- Be passionate about teaching
- Build bridges with every student and care
- Know the next steps in every child's learning

### 2. Consultation and data review

Moranbah State High School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held throughout 2016. A review of school data relating to attendance, absenteeism, school disciplinary absences, behaviour incidents and School Opinion Survey data from 2014 - 2016 also informed the development process.

The Positive Behaviour Learning (PBL) program forms the foundation of the School's Responsible Behaviour Plan and our expected positive behaviours have been developed through consultation with parents, staff and students.

The plan was endorsed by the Leadership team, the Principal, the President of the P&C and Angela Collins (Assistant Regional Director) in November 2016, and will be reviewed annually as required in legislation.

### 3. Learning and behaviour statement

All areas of Moranbah State High School are learning and teaching environments. We consider behaviour management to be an opportunity for

Moranbah SHS Responsible Behaviour Plan 2017-2020
valuable social learning as well as a means of maximising the success of academic education programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviour. Our guiding philosophy is based on a system of positive behaviour support with the underlying premise that all staff and students have the right to work productively in a safe, respectful learning environment. Our Responsible Behaviour Plan recognises that behaviours are contextual, learned and purposeful.

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

**OUR POSITIVE BEHAVIOURS ARE TO:**
- Have Respect
- Take Responsibility
- Show Resilience
- Build Relationships

Our school rules have been agreed upon and endorsed by staff, students and our Parents & Citizen's Association. They are aligned to the values, principals and expected standards outlined in Education Queensland’s Code of School Behaviour.

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

Through the Positive Behaviour Learning approach, we address the behaviour support needs of all students within a whole school context. Our approach considers support from the following perspectives:

- Whole School (Universal) Support
- Targeted and Classroom Support
- Intensive Individual Student Support
5. **Universal behaviour support** (>80% of our students)

Universal Behaviour support at Moranbah State High School is underpinned by:

- An agreed upon and common approach to discipline
- A positive statement of purpose
- A small number of positively stated expectations for behaviour
- Procedures for teaching these expectations to students
- Procedures for monitoring and evaluating the effectiveness of the behaviour management system on a regular and frequent basis.

At Moranbah State High School, we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. We communicate behavioural expectations under the pillars of our 4 Core Values – Respect, Responsibility, Resilience and Relationships through a School Wide Matrix of Expectations and Behaviours. This occurs through the direct teaching of behaviour lessons conducted by classroom teachers, CARE teachers, administration and student mentors, in both classroom and non-classroom settings.
Matrix of School Wide Expectations

<table>
<thead>
<tr>
<th>MSHS Matrix of School Wide Expectations</th>
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<tbody>
<tr>
<td><strong>Have RESPECT by:</strong></td>
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<td>- Following school policies and staff instructions</td>
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<td>- Wearing the correct school uniform with pride</td>
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<td>- Using honest, polite and well-mannered language</td>
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<td><strong>Show RESILIENCE by:</strong></td>
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<td><strong>Build RELATIONSHIPS by:</strong></td>
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<td>- Being welcoming, caring for others and valuing diversity</td>
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<tr>
<td>- Dealing with conflict appropriately and reporting concerns</td>
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</table>

To complement our student expectations we have in place the following proactive / preventative behaviour management strategies that support a positive approach to behavior management.
<table>
<thead>
<tr>
<th>Whole School Proactive and Preventative Programs</th>
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<tbody>
<tr>
<td><strong>Attendance</strong></td>
</tr>
<tr>
<td>• Student Absenteeism Policy</td>
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<tr>
<td>• 92% Attendance Target</td>
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<td>• House Coordinator monitoring of Absences</td>
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<td>• Parental contact (via letters and phone calls) to request explanation of absences</td>
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<tr>
<td><strong>CARE Philosophy &amp; House Structure</strong></td>
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<tr>
<td>• Leadership programs / camps</td>
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<td>• Year level camps / excursions</td>
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<tr>
<td>• Daily CARE based on a vertical system</td>
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<td>• House system designed to develop team spirit and mentoring</td>
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<td>• Values Education</td>
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<td>• Bully Busters</td>
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<tr>
<td>• Wellbeing Expos &amp; programs each term</td>
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<tr>
<td><strong>Academic recognition &amp; celebration</strong></td>
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<td>• Exceed Program</td>
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<td>• Celebration Parades</td>
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<tr>
<td>• Awards Night</td>
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<td>• Sports Awards Night</td>
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<td>• Clubs</td>
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<td><strong>Sports Development Programs</strong></td>
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<td>• Development programs in Rugby League and Netball</td>
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<tr>
<td>• External partnerships and coaching</td>
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<tr>
<td>• Team spirit</td>
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<tr>
<td><strong>Extended Learning / Alternative Pathways</strong></td>
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<td>• Work Experience</td>
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<td>• M-Step</td>
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<td>• RIO</td>
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<td>• School based apprenticeships and traineeships</td>
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<td>• “Power Up” (Years 8-9)</td>
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<td>• Fundamentals (Years 10-12)</td>
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<td>• Various academic programs like Optiminds</td>
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<td>• At Risk Programs (eg; Project Y, Shine)</td>
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<td><strong>Arts, Culture &amp; Identity</strong></td>
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<td>• Extra-curricular opportunities in the Arts</td>
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<td>• Dance Club</td>
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<td>• Instrumental Music Program</td>
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<td>• Indigenous Support Officer</td>
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<td>• Multi-cultural celebration yearly</td>
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<td>• NAIDOC celebration</td>
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<td>Level</td>
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| 1     | Free and Frequent | VIVO reward points | Students are given reward points based on the demonstration of the school’s core values. Recognition points can be awarded to students by all staff member of the school. | **Given during:** - CARE Lessons - Class Lessons - Playground Duty  
**Given by:** - All Staff |
|       |         | 4R House Award certificate (with Oneschool record) | House Coordinators to determine the 4R reward recipients for students demonstrating any one or more of our 4 core values | **Given during** - House parades  
**Given by** - House Coordinators / Leadership Team in consultation with teachers |
|       |         | Commendation Letters (with Oneschool record) | Teachers identify students who deserve a commendation letter | **Given during** - Mail out  
**Given by** - Classroom teachers |
| 2     | Short Term | Student of the month (with Oneschool record) | Students of the month for each year level are determined based on their number of points received that month, recognised at whole school assembly, with bonus points awarded. | **Given during** - Whole school parades  
**Given by** - Vivo administrator |
|       |         | VIVO Postcard | Students receive a postcard home every time they achieve 100 VIVO points | **Given during** - Mail out  
**Given by** - Vivo administrator |
|       |         | The 100 Club | Every term students who have 100% attendance are inducted into the ”100 Club”. To maintain membership, student must stay at 100% | **Given during** - Full school parade  
**Given by** - Year Level Deputy Principal |
| 3     | Strong and Long Term | School spirit Awards | **Top Student:** 1 per year level, award  
**Top CARE:** One Junior and one Senior class, trophy  
**Top House:** trophy  
**Whole school:** Positive reward afternoons (eg: Mystery tour) | **Given during** - Awards Night & Term 4  
**Given by** - Principal / VIVO Administrator |
6. **Targeted behaviour support** (5-15% of our students)

For students who have challenging behaviours and are at risk of disengaging from school, we provide the following opportunities for support.

A) **Behaviour Monitoring Sheets** - Students who are demonstrating low-level to medium-level challenging behaviours.

   Level 1: Students *may be* placed on a Behaviour Monitoring Sheet by classroom teachers.
   Level 2: Curriculum HOD / House Coordinator places student on an **Orange Card**
   Level 3: Deputy Principal places students on a **Red Card**

These sheets are monitored by the appropriate support person and have rewards attached to positive behaviours and consequences attached to negative behaviours. Behaviour Monitoring Sheets are completed in consultation with the relevant parent / caregiver.

B) **Behaviour Contract** and **Behaviour Support Plan** - Completed for students who have moved through the behavior monitoring cards then have a behavior contract completed with either a Curriculum Head of Department, House Coordinator or Deputy Principal. These contracts are signed by the parents, students and school to ensure agreed strategies and outcomes. Behaviour Contract and Behaviour Support Plans are written in partnership with the student and parent and are uploaded to the student’s OneSchool profile (signed by all parties).

C) **Social Justice Committee Referral** – If behavior and learning concerns persists or a student is withdrawn to the Support Room, a referral to the Social Justice Committee for further discussion occurs. The Social Justice committee will discuss each child separately bringing to the table all of the data and evidence gathered. A number of strategies will then be explored for the student, including:

- Counseling
- STLAN / Learning Support / Special Education Team Referral
- Youth Support Coordinator Referral
- Chaplain Referral
- School Based Youth Health Nurse Referral
- Allocation of additional support (eg: Indigenous teacher aide)
- Enrolment in intensive support programs (see details below)
- Home visits
- Work placement / Careers Transition Officer referral
D) **Student Support Plans** - Students who progress through the Social Justice Committee, will have a support plan developed in full consultation with parents / caregivers and the student. These support plans clearly identify the areas of concern and the targeted support and improvements to be made. They are supported by case management of appropriate staff and include suggested classroom strategies to support classroom teachers in implementing consistent and effective management systems to support the students’ development. All Student Support plans are generated and saved in OneSchool.

**Specific Types of Support Plans – documented in OneSchool**

**ESP – Education Support Plan** – An Education Support Plan (ESP) is written for students in out-of-home care (OOHC) to assist students in reaching their full academic, social and emotional potential. An ESP outlines educational needs and goals and what support is required to achieve the stated goals. An ESP is written in partnership with the student, Child Safety Officer, carer and other key stakeholders.

**ISP – Individual Support Plan** – An Individual Support Plan (ISP) is written for students who need additional support in the social and environmental settings of the school (for example, the playground). Very clear goals and strategies are written in collaboration with the student and parent.

**ICP – Individual Curriculum Plan** – An Individual Curriculum Plan must be used to document decisions regarding the provisions of a different year-level curriculum and achievement standard to the student’s age cohort in one or more learning areas. ICPs must be reviewed after each reporting period and reflection of student achievement must occur to steer future planning. ICP must be signed off by the student and parent.

**Intensive Support Programs offered at Moranbah SHS** – There are a number of intensive support programs available for students who require support.

**A) Rock and Water Program** - The Rock and Water Program, developed by Dutch educationalist Freerk Ykema, offers educators a new way to interact with students through physical/social teaching. Physical exercises are constantly linked with mental and social skills. The Rock and Water program leads from games, simple self-defence, boundary and communication exercises to a strong notion of self-confidence. Topics include: intuition, body language, mental strength, empathic feeling, positive feeling, positive thinking and positive visualizing. Discussion topics include bullying, sexual harassment, homophobia, life goals, desires and following an inner compass.
B) **Shine / Strength Program** – These programs aim to help young boys and girls to:

- Identify themselves as valuable with something to contribute
- Build confidence, self-esteem and self-worth
- Develop decision making and problem solving skills
- Understand they are able to have a positive influence in their world
- Identify personal desires and strengths to motivate them to set and achieve personal goals

C) **Girls with a Purpose** - Is a life skills program for young women. This program is a result of action research that examined the most effective way of engaging girls with low self-esteem. The program provides activities that develop knowledge, resilience and self-worth.

D) **Sexuality & Relationships Education** – For lower secondary students, learning about sexuality and relationships involves the acquisition of information and the formation of attitudes, beliefs and values about identity, relationships and intimacy. SRE encompasses learning about sexual development, reproductive health, interpersonal relationships, self-esteem, feelings and emotions, body image, gender roles and sexual orientation through critical inquiry. This program is delivered by the School Based Youth Health Nurse.

E) **Gratitude Journal** – Students keep a gratitude journal which is a diary of things for which one is grateful. Gratitude journals are used by individuals who wish to focus their attention on the positive things in their lives. Gratitude, the feeling of appreciation or thanks, has gained a lot of attention in the field of positive psychology. Studies have found that those who are habitually grateful are significantly happier than those who are not.

F) **RAGE** - RAGE is an anger management course for young people aged between 11 and 17. It was initially created by Kenneth Nathan and Carol Musgrave whilst working for Richmond Community Services Inc. Because of the success of the course it was later incorporated into a resource funded by the Department of Community Services’ Strategy to Reduce Violence Against Women and called, “Breaking Point Breaking Through.” RAGE is a strengths based solution focused program that is hands on, practical and also fun for kids. Parents, teachers, carers and the like have commented on how this course has helped them and their children deal with the most misunderstood human emotion, anger.
G) **DRUMBEAT (where a qualified trainer is available)** - The DRUMBEAT Program is a structured, but flexible course delivered across 10 sessions. Each session focuses on different relationship themes such as identity and social responsibility, values, dealing with emotions, peer pressure, harmony, communication and teamwork. Importantly, the program concludes with a performance, giving participants the opportunity to showcase their new-found skills and confidence and share their progress with family, friends and other respected people in their lives.

7. **Intensive behaviour support (2-5%)**

This level of support is offered to a small group of students who have highly challenging and complex behaviours and have disengaged from school. They require specialised, intensive support. Our strategy consists of a **Case Management Team** including the Guidance Officer, appropriate Year Level Deputy Principal, external agencies and the parents / guardians of the student. Information is collated and shared amongst the members of this team to devise a **complex case management plan**. The plan is shared with the student and modified where necessary. Regular meetings with the student and the case management team are established and monitoring continues until improvement is made.

The Guidance Officer is an integral component of intensive behavior support and is highly involved in complex case management.

**Referral to Guidance Officer & their role:**
Students who require intensive behaviour support and complex case management will receive a referral to the Guidance Officer. The Guidance Officer role encompasses:

- providing information and modification on behavioural difficulties and its educational implications to the curriculum and physical environment
- assisting teachers to implement programs and modifications to curriculum or environment
- provide information on programs for students with behavioural difficulties
- implementing specific programs developed by other specialist support staff
- referring students when necessary to appropriate school support services
- participating in individual support planning (ISPs and ESPs)
- assisting in transition planning for behavioural students (primary to secondary, and secondary to post school options)
- liaising with the school, community, government and community agencies relating to the coordination of services for students with behavioural difficulties.

The Guidance Officer may be required to participate in multidisciplinary teams, school committees and liaise with organisations and agencies such as Youth and Family Services.
The Guidance Officer is also involved in the case management of students who have been excluded from school. When students are excluded, the Guidance Office of Moranbah State High School will implement support systems for individual students and may engage external support services as required.

**Negotiated Education Plans (NEP)** - Students who demonstrate high-level or potentially unsafe behaviours are placed on a Negotiated Education Assessment plan, developed in full consultation with parents / caregivers, the Guidance Officer, Child Youth Mental Health and other relevant external personnel (E.g.: Clinical Psychologist)
If students display inappropriate behaviour in the classroom / playground, follow the referral process. If behaviour continues after behaviour monitoring on an ORANGE CARD, referral to Support Room.

HOD / House Coordinator (or Teacher if concerns regard Wellbeing) completes a Student Support Referral Form and submits to the appropriate Year Level DP. This must occur if a student enters the Support Room.

**Outcomes may include:**
- Behaviour Support Plan
- ICP – additional evidence required
- ISP – SMART Goals established and reviewed 6 monthly
- School Behaviour Contract
- Red Card Monitoring Form
- Social Justice Referral (which may involve specialist assessment / referral)

Complex Case & Social Justice Committee

Complex case management is for those students whose needs, behaviour or situation is such that they may require multi-agency support (government and non-government) which necessitates additional plans and procedures.

The team develops alliances and relationships with a range of support personnel external to the school, including regional support teams, and other government and community agencies to facilitate their involvement in case management meetings.

**Outcomes may include:**
- Mental Health Plan
- Complex Case in OneSchool

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**STUDENT SUPPORT FLOWCHART**

- **Class Teacher**
  - **Curriculum HOD OR House Coordinator**
    - If students display inappropriate behaviour in the classroom / playground, follow the referral process. If behaviour continues after behaviour monitoring on an ORANGE CARD, referral to Support Room.

- **Principal & GO**
8. Consequences for unacceptable behaviour

Moranbah State High School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis through the School Wide Matrix of Expectations and Behaviours. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. Behaviour incidents (both minor and major) are recorded in OneSchool (Education Queensland’s reporting database).

Relating Problem Behaviours to the School Wide Matrix of Expectations and Behaviour

When responding to unacceptable behaviour, staff members ensure that students understand the relationships of the problem behaviour to the expected school behaviour. This can be achieved by the staff member engaging the student with the expected school behaviours by asking them to:

- Articulate the relevant expected behaviour
- Explain how the behaviour shown differs from the expected behaviour
- Describe the likely consequences if the problem behaviour continues, and
- Identify what they will do to change their behaviour in line with expected school behaviour.

A Note about the Flowchart

The flowchart is a guide only

*At Moranbah SHS there is no differentiation between the classroom and the playground with regards to behaviour expectations. The high standard of behaviour expected and enforced is identical. This is also the case in the instance of sports, extracurricular and other celebratory events.
### MSHS School Wide Expectations and Consequences table

#### LEVEL 1 MINOR BEHAVIOUR (Low Level) – TEACHER

<table>
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<tr>
<th>Our Core Values</th>
<th>School Wide Expectations</th>
<th>Example Minor Behaviour Breaches</th>
<th>Response</th>
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</table>
| **Have RESPECT by:** | - Following school policies and staff instructions  
- Wearing the correct school uniform with pride  
- Using honest, polite and well-mannered language  
- Appreciating our environment and keeping it clean | × Persistent talking  
× Refusal to follow teacher / staff program of instruction  
× Refusal to sit in seating plan  
× Swearing (not directed at a teacher or teacher instructions)  
× Incorrect uniform  
× Littering  
× Graffiti / drawing on self | Classroom behaviour management process  
**Step 1:** Conversation / time out / ESCM strategies (see Appendix 2)  
**Step 2:** Remove to buddy class and lunchtime detention issued. Student completes a class re-entry form. Parental contact  
**Step 3:** If inappropriate behaviour continues in next lesson, referral to curriculum HOD.  
If breach occurs outside of the classroom:  
**Step 1:** Grounds improvement  
**Step 2:** Referral to House Coordinator  
Please note: Uniform infringements are directed to House Coordinators. Students are expected to change into the correct uniform |
| **Take RESPONSIBILITY by:** | - Attending on time and being prepared to learn  
- Being attentive, on task and working hard  
- Acting in a safe manner in all environments | × Late to class  
×Incomplete classwork / homework  
× Not bringing materials to class (including laptop)  
× Being in “out of bounds” areas | |
| **Show RESILIENCE by:** | - Having a growth mindset to accept feedback and strive for improvement | × Limited participation in class activity / task | |
| **Build RELATIONSHIPS by:** | - Being welcoming, caring for others and valuing diversity  
- Dealing with conflict appropriately and reporting concerns | × Mocking opinions of classmates | |
<table>
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<th>Our Core Values</th>
<th>School Wide Expectations</th>
<th>Example Medium Behaviour Breaches</th>
<th>Response</th>
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</table>
| Have RESPECT by: | Following staff instructions promptly | × Consistent refusal follow the program of instruction | Curriculum Head of Department:  
1. Parental Contact  
2. Detention/s (negotiated afterschool supervised by HOD) and/or Grounds improvement  
3. Written / Verbal apology (restorative justice process)  
4. Behaviour Monitoring Card (Orange Card) for 5 days  
*If behaviour does NOT improve, consult with House Coordinator & Administration for referral into the “Support Room”* |
| | Wearing the correct school uniform with pride | × Direct disobedience of a teacher’s direction | |
| | Using honest, polite and well-mannered language | × Continual obscene language (not directed at the teacher) | |
| | Appreciating our environment and keeping it clean | | |
| Take RESPONSIBILITY by: | Attending on time and being prepared to learn | × Continual lateness to class / poor attendance | |
| | Being attentive, on task and working hard | × Misuse of the IT device | |
| | Acting in a safe manner in all environments | × Bringing banned items to school | |
| | | × Misuse of equipment | |
| | | × Dangerous behaviour in practical learning spaces | |
| Show RESILIENCE by: | Having a growth mindset to accept feedback and strive for improvement | × Cheating / plagiarism | |
| Build RELATIONSHIPS by: | Being welcoming, caring for others and valuing diversity | × Harassment / Bullying | |
| | Dealing with conflict appropriately and reporting concerns | × Physical contact (eg: pushing) with no malice | |
## LEVEL 3 MAJOR BEHAVIOUR – IMMEDIATE REFERRAL TO YEAR LEVEL DEPUTY PRINCIPAL OR PRINCIPAL

<table>
<thead>
<tr>
<th>Our Core Values</th>
<th>School Wide Expectations</th>
<th>Example Major Behaviour Breaches</th>
<th>Response</th>
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</table>
| Have RESPECT by: | ❖ Following staff instructions promptly  
❖ Wearing the correct school uniform with pride  
❖ Using honest, polite and well-mannered language  
❖ Appreciating our environment and keeping it clean | × Verbal or non-verbal misconduct involving adults or students (eg: abusive language, swearing directly at a teacher)  
× Persistently disruptive behaviour adversely affecting others (after referrals through curriculum HOD and/or House Coordinator)  
× Property misconduct involving own or other’s property (eg: vandalism)  
× Theft  
× Refusal to participate in the program of instruction | × Parent notified  
× Administration interview and fact-finding process  
× Administration Follow-up (After-school detention/s, Support Room)  
× Support & Intervention (referral to Student Support Team, mediation, case management)  
× Discipline Improvement Plan  
× Community Service / Non-School Day detention  
× Suspension 1-10 days  
× Suspension 11-12 days  
× Suspension pending exclusion  
× Enforcement of attendance process  
× Cancellation of enrolment  
× Police notification (if the incident constitutes a serious criminal offence on school grounds, in an emergency the Principal contacts the police via telephone) |
| Take RESPONSIBILITY by: | ❖ Attending on time and being prepared to learn  
❖ Being attentive, on task and working hard  
❖ Acting in a safe manner in all environments | × Absences  
× Truancy / leaving the grounds without permission  
× Substance misconduct involving tobacco, legal or illicit substances | |
| Show RESILIENCE by: | ❖ Having a growth mindset to accept feedback and strive for improvement | × Continual refusal to comply with the school’s Responsible Behaviour Plan | |
| Build RELATIONSHIPS by: | ❖ Being welcoming, caring for others and valuing diversity  
❖ Dealing with conflict appropriately and reporting concerns | × Physical misconduct involving adults or students (eg: physical fighting)  
× Harassment / Bullying  
× Inappropriate intimacy  
× Bringing the school, staff or other students into disrepute in the school | Grounds for suspension include:  
1. Disobedience  
2. Misbehaviour  
3. Conduct that adversely affects or is likely to affect other students enrolled at the school |
| or community, including through internet social networking sites  × Photographing or filming another student or staff member without their consent / knowledge | 4. Conduct that adversely affects the good order and management of the school

Behaviours that result in immediate suspension pending exclusion include:
× Dangerous actions at school or while travelling to or from school, including the brining of knives
× Selling / intent to sell / using illegal drugs at school |

The bringing of knives to school is considered high risk behaviour and a critical incident. At no time are students of Moranbah State High School permitted to bring knives to school or school related activities. The use of knives at school through curriculum is supported through appropriate risk management procedures. Students found to bring knives to school are to be reported to administration as a result of a high level behaviour. Resultant consequences may include ‘proposal to exclude’ and ‘recommendation to exclude’.

*Refer to the MSHS Student Referral Process*
MSHS Student Referral Process

Student (Negative Behaviour / Disengagement)

House Coordinator
- Attempts to re-engage student
  - Detention
  - Mediation / Consultation with
    - Classroom teacher
    - Head of Department
    - Other student /s
  - Parent contact
  - Restorative Justice Processes
  - Bully Busters Program
  - Attendance Card / Orange Card
  - Withdrawal Room (in consultation with DP)
  - Referral to support services
  - Monitors over multiple KLA

Curriculum HOD
- Attempts to re-engage student
  - Mediation / Consultation with
    - Classroom teacher
    - House Coordinator
    - Deputy Principal
    - Other student / s
  - Parent contact
  - Detention
  - Orange Card Monitoring
  - Classroom Profiling
  - Referral to support services
  - Withdrawal Room
  - Monitors within KLA

Support Room (Internal Withdrawal room)
- Behaviour contract & parent interview

Social Justice and /or Support Team Referral
- (GO, YSC, Chaplain, SBYHN)

Deputy Principal
- Parental Contact
- Red Card Monitoring
- Support Room
- Suspension (1-10 Days)

Principal
- Parental Contact
- Suspension (10-20 days) & Exclusion
- Consultation with Regional Office

Teacher
- Implements Pedagogical Framework – “Art of Teaching (ASOT)”
- Utilises Essential Skills Classroom Management (ESCM)
- Employs whole school consistent positive and negative consequences

Out of Class negative behaviour (Eg: Bullying, Student Conflict, Uniform, Attendance)

In Class consistent negative behaviour

Attempts to re-engage student
- Detention
- Mediation / Consultation with
  - Classroom teacher
  - Head of Department
  - Other student /s
- Parent contact
- Restorative Justice Processes
- Bully Busters Program
- Attendance Card / Orange Card
- Withdrawal Room (in consultation with DP)
- Referral to support services
- Monitors over multiple KLA

Collaboration

Mind Matters C1 – Positive School Community
Mind Matters C2 – Student Skills for Resilience
Mind Matters C3 – Parents & Families
Mind Matters C4 – Support for students experiencing mental health
School Disciplinary Absence (Suspension and Exclusion)

Students with school disciplinary absences (suspension and exclusion):
The school is committed to ensuring continuity of educational programs for students with school disciplinary actions.

Suspension (1-10 days)
If a student is suspended for 1-10 days, the Principal will take reasonable steps to ensure the student is given school work to allow them to continue their education. This will be done in collaboration with the year level Deputy Principal, Head of Department, House Coordinator and Classroom Teachers.

Suspension (11-20 days)
If a student is suspended for 10-20 days the Principal will arrange student access to an education program to allow the student to continue their education. This will be done in consultation with the year level Deputy Principal, Head of Department, House Coordinators and Teachers

Exclusion
Should a student’s behaviour result in a proposal or recommendation for exclusion, the Principal will ensure that regional case management processes are followed to support the successful re-engagement for the student into another learning/alternative program. This will be done in consultation with the Guidance Officer.

9. Bullying and Cyber-bullying

The national definition of bullying for Australian schools says:

Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).

Bullying of any form or for any reason can have long-term effects on those involved, including bystanders.

Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviors that do not constitute bullying include:
- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.


Bullying has three main features:
- It involves a misuse of power in a relationship
- It is ongoing and repeated, and
- It involves behaviours that can cause harm
What does Moranbah State High School do to prevent bullying?

- Moranbah SHS makes reference to aspects of bullying within the curriculum.
- There is ongoing explanation and discussion of our bullying policy (see flowchart) with students
- Monitoring of the teaching and learning environment by teachers and administration both inside and outside the classroom
- Collection and analysis of relevant student behavioral data

What to do if you are Bullied:

At Moranbah SHS, it is your right and responsibility to report bullying, whether it happens to you or to someone else. If it occurs, the following action should be taken by you and/or your parents:

Report it now! Tell the whole story— including anything that you may have done before or after the event. Remember that the bullying will continue if those responsible think they can get away with their behaviour.

At Moranbah SHS the process is clear:

If you are identified as a bully – the first time you undertake the “Bully Busters” program. This is a written course that makes the bully reflect on their behaviour and then sign a contract saying they know what bullying is and they will NOT do it again. If they are found doing it again – suspension follows in most cases.
MSHS Bullying Process – “BULLY BUSTERS PROGRAM”

Identify act as Bullying as per definition

- Yes
  - Refer to House Coordinator with documentation around incident
    - House Coordinator & student goes through Bully Busters Program in the Support Room for 1 day
      - Mediation follows

- No
  - Refer to Behaviour Management flowchart OR seek support from House Coordinator / DP for mediation
    - If Bullying continues, refer to Administration & Guidance Officer
      - Suspension
Online Bullying:

Online bullying is bullying carried out through the internet or mobile devices. Online bullying is also sometimes called cyberbullying.

Types of behaviour in online bullying
Online bullying can include:

- sending insulting or threatening messages
- posting unkind messages or inappropriate images on social networking sites
- excluding others from online chats or other communication
- inappropriate image tagging
- sharing someone’s personal or embarrassing information online
- creating hate sites or starting social exclusion campaigns on social networking sites
- sharing unflattering or private images, including naked or sexual images
- assuming the identity of another person online and representing them in a negative manner or manner that may damage their relationship with others
- repeatedly, and for no strategic reason, attacking players in online gaming.

For it to be called bullying, inappropriate actions online must be between people who have ongoing contact and be part of a pattern of repeated behaviors (online or offline). Single incidents or random inappropriate actions are not bullying. One action – such as an insulting comment or an embarrassing photo – which is repeated through sharing and forwarding to others can be called bullying if the individuals involved know each other and have ongoing contact either on or offline.
If an online incident impacts on the good order and management of the school, the school may:

- Apply disciplinary action including suspension and/or exclusion
- Report the incident to the police.

Other approaches may include:

- Assisting the student(s) responsible to develop more appropriate social skills
- Implementing a behaviour management plan for individual students
- Teaching about conflict and bullying
- Implementing resilience and anti-bullying programs
- Conduction mediation sessions

10. The Use of Personal Technology Devices at School

**BYODx (including iPads)**

As part of the student’s resource requirement, a personal laptop will be utilised in all classes. However, this device is for *educational purposes* only.

Students are not to:
- photograph or film other students or staff
- access internet sites that are not for educational purposes
- access or store illegal content
- use their device to bully or harass
- use their device to bring the school’s good name into disrepute.

**Consequences for BYODx breaches:**

1. Consequences for misuse of the BYOD will result in immediate referral to the Deputy Principal. Consequences as per those outlined for major behaviour will be applied.

2. Where there is reasonable suspicion that material contrary to the ethos of the school is being brought to school on a BYOD the school reserves the right to remove the personal device from the classroom and institute a search for such material.
**Mobile Phones, iPods or other device**

Moranbah High students are permitted to have their mobile phone at school.

**Guidelines for usage:**
1. As students enter a classroom, their phone / iPod should be placed in the container / pockets provided and switched to silent or off. *This is a student’s responsibility.*
2. Students can choose to leave their phone in their bag (however, this is at the student’s own risk)
3. The playing of music and the use of ear phones during class time is not permitted unless provided by the classroom teacher.

**Consequences for breaching this school rule:**
1. If a student is found with their phone in their possession during class time, the device is confiscated from the student and taken immediately to the front office for storage in the school safe.
2. The office staff will send a text message to the parents to notify that their child’s phone has been taken off them and is being stored at the office
3. The student is required to collect the device from the office at the end of the day (3pm)
4. If this behaviour is repeated:
   a. Second offence → Negotiated after school detention or multiple lunchtime detentions. The parent/guardian will be required to collect the phone from the office
   b. Third offence → Support Room (as this now constitutes “continual refusal to comply with the school’s Responsible Behaviour Plan”

Note: *If a student refuses to hand over their device, this will be immediate referral to the Deputy Principal / Principal, as this constitutes “failure to comply with the school’s Responsible Behaviour Plan”. Suspension will usually result for reason of “disobedience”.

**11. Internet Use**

Students who use the Internet at school must be responsible in the choice of material they access.

Sites which will not be accessed at this school are those that:
- display erotic, pornographic or sexually suggestive material.
- display violent material.
• display pictures or script that promotes racist actions or thoughts.
• display or instruct people in the use of harmful materials (eg. Drugs, weapons, explosives, etc)
• allow students to download viruses or materials containing viruses.

Inappropriate use of the Internet constitutes a major behaviour breach with referral to Deputy Principal.

12. 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. These students will be referred to complex case management with regional support and a Risk Assessment Management Plan (RAMP) in place.

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, or
• causing, or at risk of causing serious property damage.

Appropriate physical intervention may be used to ensure that Moranbah State High School’s duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

13. Network of Student Support

Students at Moranbah State High School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour support by:
• Parents
• Teachers
• House Coordinators
• Heads of Department
• Administration Staff
• Guidance Officer
• School Chaplain
• School Based Youth Health Nurse
• Youth Support Coordinator

Support is also available through the following government and community agencies:
• Child and Youth Mental Health
• Department of Communities (Child Safety Services)
• Queensland Police Service
• Queensland Health

14. Consideration of individual circumstances

Moranbah State High School considers the individual circumstances of students when applying support and consequences by:
• promoting an environment which is responsive to the diverse needs of its students
• establishing procedures for applying fair and equitable consequences for infringement of the behaviour code ranging from the least intrusive sanctions to the most stringent
• recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state

15. 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 1995
• Workplace Health and Safety Regulation 1997
• Right to Information Act 2009
• Information Privacy (IP) Act 2009

16. Related policies

Policies and procedures relating to this Responsible Behaviour Plan can be found at the Department of Education and Training Policy and Procedure Register – http://ppr.det.qld.gov.au by searching the relevant policy
• Safe, Supportive and Disciplined School Environment
• Inclusive Education
17. **Some related resources**


**Endorsement**

Felicity Roberts  
Principal

Alexis Coutts  
P& terrifying C President

Angela Collins  
Assistant Regional Director

Date effective: From 01 January 2017 to 31 December 2018
Appendix 1: Student Absenteeism Policy

MSHS Attendance Policy, 2017-2018

At Moranbah SHS we believe that student success is founded by attendance on EVERY school day and we set high expectations for students to meet this. Our Attendance Policy works to ensure that absences are kept to a minimum.

This occurs by:

- Identifying absences quickly
- Following up promptly; and
- Sending a clear message to students and parents that attendance is vital for success.

LEVEL 1:
ATTENDANCE POLICY WHICH RECORDS AND FOLLOWS UP STUDENT ABSENCE WITH SAME DAY NOTIFICATION

SEE ABSENTEEISM FLOW CHART

LEVEL 2:
ATTENDANCE TEAM (including Attendance Officer, Indigenous Support Officer, House Coordinators and Deputy Principals) MONITORS STUDENT NON-ATTENDANCE AND PATTERNS OF NON-ATTENDANCE

The Attendance Officer will generate attendance data at the end of each day and week to be analysed. Analysis will aim at identifying absenteeism trends and individual students with high levels of absenteeism.

LEVEL 3:
ATTENDANCE TEAM IDENTIFY AND ADDRESS CHRONIC ABSENTEEISM AND SCHOOL REFUSAL

Chronic absenteeism is defined as persistent or habitual absence or lateness. Students with high levels of absences are defined as 10% or more school days absent

Possible Responses:

- School notifies parents of their legal obligations and the importance of schooling
- Encourage parents to seek support from and communicate regularly with teachers and the school
- DP and support team conduct home visits where appropriate
School Refusal is a form of chronic absenteeism where parents are often aware of the absenteeism but are unable to address it. Reasons for students who are almost completely unwilling or unable to attend school include:

- Their past schooling experiences
- Psycho-social reasons related to clinical levels of anxiety
- A developed habit of absence

**LEVEL 4: COLLABORATE WITH OTHER AGENCIES**

The school alone may not be able to address all of the needs of the student (e.g. domestic violence at home, child abuse). Schools should work with the family and liaise with other agencies such as:

- Department of Education and Training (DET)
- Department of Communities
- Queensland Police
- Other relevant non-government agencies
Student Absenteeism Flowchart

Rolls marked daily using OneSchool Attendance application for CARE & every lesson

PARTIAL DAY ABSENCES

Attendance officer generates daily OneSchool reports to identify unmarked classes and inconsistent student partial day / period absences. Text messages sent out after report every morning

Curriculum HODs to follow up on teachers who have not marked daily period rolls

Teacher Error in OneSchool roll marking identified
--> Classroom teacher to amend OneSchool record

Student identified as truanting.
Infringement recorded on OneSchool
YLC Contacts parents
Afterschool detention issued

FULL DAY ABSENCES

Student identified absent for entire day

Care teacher to chase student for explanation of all unexplained absences
CARE teacher to refer concerns regarding whole day unexplained absences to the House Co / YL DP

Attendance letters identifying whole day unexplained absences sent to parent via post each week

3 or more unexplained full day absences will be followed up by the Year Level DP
## Appendix 2 - Essential Skills of Classroom Management (ESCM)

*Better Behaviour Better Learning – Essential Skills in Classroom Management (page 2)*

The 10 Essential Skills for Classroom Management are:

<table>
<thead>
<tr>
<th>Essential Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Establishing expectations</td>
<td>Making rules</td>
</tr>
<tr>
<td>2. Giving instructions</td>
<td>Telling students what to do</td>
</tr>
<tr>
<td>3. Waiting and scanning</td>
<td>Stopping to assess what is happening</td>
</tr>
<tr>
<td>4. Cuing with parallel acknowledgment</td>
<td>Praising a particular student to prompt others</td>
</tr>
<tr>
<td>5. Body language encouraging</td>
<td>Smiling, nodding, gesturing and moving near</td>
</tr>
<tr>
<td>6. Descriptive encouraging</td>
<td>Praise describing behaviour</td>
</tr>
<tr>
<td>7. Selective attending</td>
<td>Not obviously reacting to some bad behaviour</td>
</tr>
<tr>
<td>8. Redirecting to the learning</td>
<td>Prompting on-task behaviour</td>
</tr>
<tr>
<td>9. Giving a choice</td>
<td>Describing the student's options and likely consequences of their behaviour</td>
</tr>
<tr>
<td>10. Following through</td>
<td>Doing what you said you would</td>
</tr>
</tbody>
</table>
Appendix 3: Moranbah State High School Dress Code / Uniform Guidelines

Moranbah State High School P&C Association whole-heartedly supports the Moranbah State High School uniform policy. The Moranbah State High School uniform can only be purchased from InterSports, Moranbah in Town Square. Look-a-like uniforms are not acceptable.

**Correct School Shoes**

Education Department and Workplace Health and Safety regulations clearly state that students’ footwear must provide adequate protection and cover the entire feet. **The acceptable footwear at Moranbah State High School is a fully enclosed sports jogger appropriate to the formality of schooling.** No student is permitted to wear canvas shoes of any sort. **Students are required to wear a Dress uniform every Monday and on special occasions determined by the school. On these days the colour of the shoes must be predominately black.**

**DRESS UNIFORM – TO BE WORN EVERY MONDAY AND ON SPECIAL OCCASIONS DETERMINED BY THE SCHOOL**

- Formal Shirt (white and blue strip): Boys and Girls style.
- Senior students (years 10-12) wear a navy tie
- Navy Formal Shorts for Boys
- Navy Formal Skirt or Culottes for Girls (Skirts and culottes hemline not to be more than 5cms above the knee)
- Black Shoes (joggers are acceptable)
- White or Black socks

**SPORTS UNIFORM – TO BE WORN TUESDAY THROUGH TO FRIDAY**

- School POLO Shirt: Senior students (years 10-12) wear the light blue POLO; Junior students (years 7-9) wear the dark blue POLO.
- Navy school MSHS embroidered shorts or skorts
- Sturdy jogger in school appropriate colours
- White or Black socks

**WINTER UNIFORM**

- School Jacket – current Navy and white with MSHS Logo
- Plain Navy jumper
- Dress Uniform: Formal Long Navy Pants or Formal shorts/skort/skirt
- Sports Uniform: Navy tracksuit pants
- Black or Navy stockings / leggings are acceptable to wear under the girls formal skirt

**SCHOOL HAT MUST BE WORN**

- A navy bucket hat is the designated school hat. All students MUST wear a hat for Physical Education classes.
Jewellery & Make-up Policy

Jewellery
- A wrist watch
- Maximum of two rings
- One necklace
- Maximum of two wrist jewellery items (that is, bracelet, bangle, charity band)

Piercings
- Maximum of two pairs of earrings in each ear (sleepers and studs preferred)
- White solid plugs are acceptable, stretchers and tunnels are not permitted
- Inconspicuous nose stud
- No other facial piercings permitted. Students will be asked to remove facial piercings or cover them with a beige Band-Aid.

Hair & Makeup
- Natural hair colours with discreet colourations, streaks or tips
- Neutral makeup only

Consequences for failing to wear the correct school uniform
Wearing the school uniform is a school wide expectation under the core value of “Respect” (refer to page 5 of this Responsible Behaviour Plan).

Step 1: Referral to the House Coordinator / Administration at the office
Step 2: Where applicable, student is required to change into a correct uniform provided by the school OR contact is made with the parent / guardian to bring in the correct uniform to the school for the student to change into. Removal of incorrect jewellery will occur immediately and stored in the school safe until 3pm when the student can collect it. Where not appropriate for student to change into the correct uniform, parental contact will be made and lunchtime detentions / grounds improvement will result.
Step 3: If a student argues or shows disrespect when being directed about uniform policy after rule reminders, the student will be referred to the Year Level Deputy Principal. Consequences will applied for “failure to comply with the School’s Responsible Behaviour Plan and disobedience”.

Note:
1. A student may be prevented from participating in curriculum for reasons of safety if the correct uniform is not worn (eg: inappropriate footwear in practical learning environments)
2. Where a student has not been able to wear the correct uniform for a day because of circumstances beyond the control of the student and/or the student’s parent, a note with the explanation must be provided to the front office prior to the start of the student’s day.