



## **BEHAVIOUR POLICY**

### **Purpose**

Mastery Schools Australia aims to:

- provide leadership and guidance to support the development of effective self-management skills, through choice of safe, responsible and responsible ways of meeting personal needs.
- provide an environment in which learning, co-operation, self-esteem and success are valued and encouraged, and thereby enabling all students to become active citizens in a learning society.

Our school's behaviour policy centres around 3 rules:

- Be Safe
- Be Respectful
- Be a Learner

### **High Value Items and Items High Personal Significance**

Although students may bring high value items or items of personal significance to school, the school strongly discourages such action, especially when security and safe keeping is limited. When such items are broken or lost, students can be extremely stressed and anxious. Given the school is unable to accept responsibility for any damage or loss, consider this matter very carefully before permitting students to take such items to school.

### **Mobile Devices**

Although students may bring mobile devices to school, they are required to remain in school bags whilst on school grounds. Students have access to a managed internet service while at school negating the need to access content on a personal device. The school internet service is subject to strict filters to protect students. Where parent contact is necessary, students are required to direct inquiries and parent contact through the school office where contact will be facilitated if deemed necessary. Given the school is unable to accept responsibility for any damage or loss, consider this matter very carefully before permitting students to take mobile devices items to school.

### **Processes for Facilitating Standards of Positive Behaviour and Responding To Unacceptable Behaviour**

#### **Universal behaviour support**

Facilitating positive behaviours

- We aim, through personal example, to consistently demonstrate behaviour consistent with our school philosophy, values and beliefs.
- We promote fairness, equality, consistency.
- We apply appropriateness of consequences – logical and natural.
- We deliver consistent application of pro-active practices and strategies. We are active communicators.

- We apply timely intervention and support of students, teachers and parents. We show a ‘team’ (collaborative) approach.
- We focus on education.
- We develop positive inter-personal relationships, especially the relationship between teacher, student and parents.
- We understand the appropriate balance between the rights of the individual and the collective rights of others.
- We engage in ongoing monitoring, reflection and refinement of practice based on evidence and learning.
- We actively engage in constructive conversation which seeks to understand and to improve

Appropriate student behaviour is acknowledged and rewarded through:

- Individual classroom rewards programs
- Principal’s Morning Tea
- End of year Awards ceremony

A Guiding Principle of the National Safe Schools Framework is to ensure that the “roles and responsibilities of the school community in promoting a safe and supportive environment are explicit, clearly understood and disseminated”. We agree with this and at MSA, all members of our school community- students, parents, staff and visitors - are expected to conduct themselves in a manner which is safe, respectful and responsible. This is reflected in the table of rights and responsibilities below:

	<b>Rights</b>	<b>Responsibilities</b>
<b>Students</b>	<ul style="list-style-type: none"> <li>• To be safe.</li> <li>• To be given the opportunity to learn without disruptive behaviours.</li> <li>• To be treated with respect, courtesy and consideration.</li> <li>• To be given information and skills to develop responsibility and independence.</li> <li>• To be treated fairly, regardless of gender, ability, race, or any other factor.</li> </ul>	<ul style="list-style-type: none"> <li>• To behave in a safe, responsible way.</li> <li>• To participate actively in the learning program.</li> <li>• To behave in a manner that respects the rights of others, including the right to learn.</li> <li>• To be courteous and considerate of other students and adults in our school.</li> <li>• To follow the classroom and playground rules.</li> <li>• To take responsibility for their own behaviour and learning.</li> <li>• To accept logical consequences for all behaviours, both positive and negative</li> </ul>
<b>Parents</b>	<ul style="list-style-type: none"> <li>• To expect their child to be safe at school.</li> <li>• To expect an academic program that is catered to their child in an inclusive and engaging manner.</li> </ul>	<ul style="list-style-type: none"> <li>• To encourage and motivate students to become independent and responsible learners.</li> <li>• To provide the necessary requisites for students to take part in all school activities.</li> <li>• To be familiar with, accept and support the school’s “Responsible Behaviour Plan for Students”.</li> <li>• To voice concerns openly in an appropriate manner.</li> <li>• To contribute positively to behaviour support plans for their child.</li> </ul>

<b>Staff</b>	<ul style="list-style-type: none"> <li>To be treated with respect, courtesy and consideration.</li> <li>To be respected as professionals in the education of students.</li> <li>To expect students to be prepared and ready for work.</li> <li>To teach in a supportive and caring environment.</li> </ul>	<ul style="list-style-type: none"> <li>To treat others with respect, courtesy and consideration</li> <li>To initiate and maintain constructive communication and relationships with students and parent/carers.</li> <li>To provide inclusive and engaging curriculum and teaching.</li> <li>To encourage and motivate students</li> </ul>
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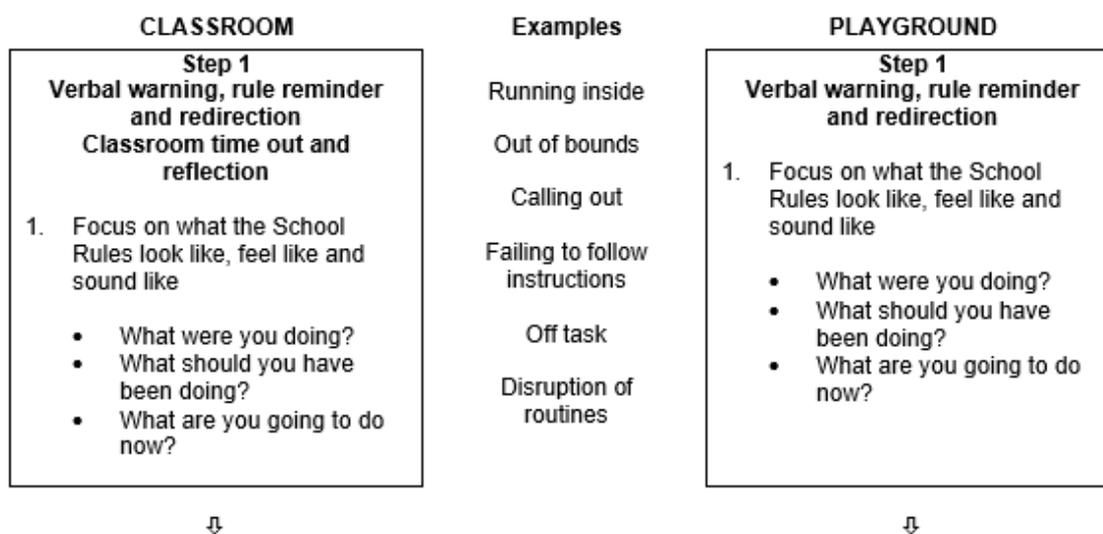
### Responding to Unacceptable Behaviours

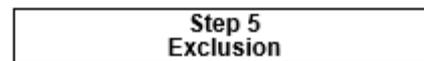
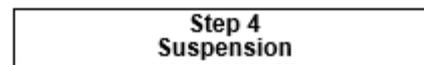
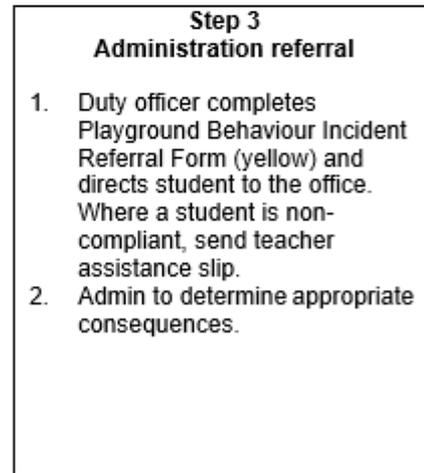
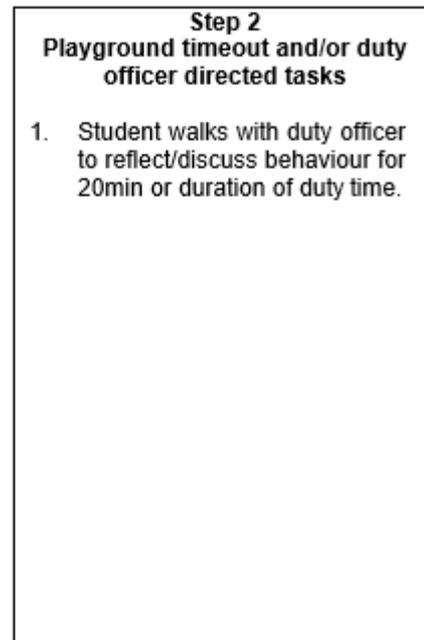
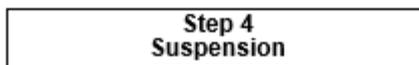
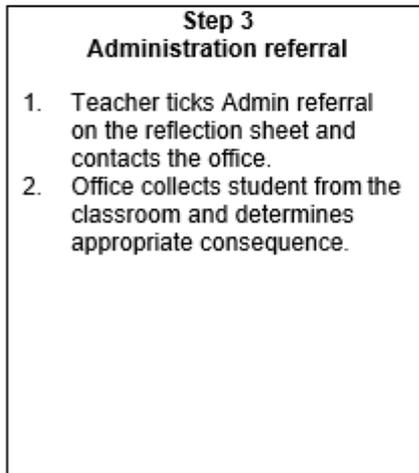
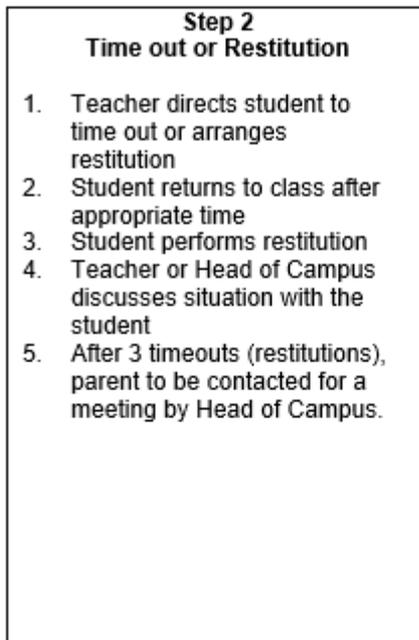
Our Behaviour Policy endeavours to provide a framework for the pro-active interactions between teachers and students with an EDUCATION focus leading to the development of self-managing individuals. However, where a pattern of inappropriate behaviour on the part of an individual student becomes evident, or an instance of inappropriate behaviour is especially significant or serious, a consistent and coherent process of response has been established i.e., a process for the management of inappropriate behaviour. This process exists as a demonstration of duty-of-care to the benefit of individual students in balance with preserving the collective rights of others. Our plan recognises and reinforces that there are always consequences arising from our actions and decisions.

The following stages of intervention are not necessarily ‘lock-step’ i.e. progression from one stage to the next will depend upon a range of factors, not least being the seriousness of an incident and the impact of the incident upon the safety, welfare and learning/work environment of others.

Each stage indicates required actions and processes in order to provide ‘quality assurance’ that all reasonable measures have been taken to address issues of concern and to prevent escalation.

### Classroom and Playground Steps Flowchart





Escalation of above  
Minor altercation  
Rough play  
Rudeness  
Defiance  
Disobedience  
Inappropriate language  
Teasing

Escalation of above  
Fighting  
Aggression  
Offensive language  
Insolence  
Bullying

### Targeted Behaviour Support

#### Stage 1 – Initial awareness of concern

- Low level counselling by classroom teacher
- Application of appropriate consequences
- Consultation (with colleagues, administration, learning support teacher, parents)

#### Stage 2 – Formal consultation

- Counselling
- Application of appropriate consequences
- Admin referral
- Consultation required, including with parents

### **Stage 3 – Individual responsible behaviour plan**

- Counselling at an Administration level
- Application of appropriate consequences at Administration level
- Behaviour Management File established
- Consultation required, including with parents
- Parents informed of possible consequences, including suspension/exclusion, should pattern of behaviour continue
- Individual Responsible Behaviour Plan (IMBP) developed and implemented

### **Intensive Behaviour Support**

#### **Stage 4 – External support**

- Counselling at an Administration level
- Application of appropriate consequences
- Behaviour Management File established
- Consultation required, including with parents
- Parents informed of possible consequences, including suspension/exclusion, should pattern of behaviour continue
- Contact with/referral to external agencies
- Implementation of an Individual Behaviour Management Plan (IMBP)

Note: the following stages involve Student Disciplinary Absence (suspension/exclusion) provisions in the Education Act. These measures would only be applied after all other responses had been considered.

#### **Stage 5 – Suspension 1-5 days**

- Counselling at an Administration level
- Application of appropriate consequences (apart from suspension, if appropriate)
- Behaviour Management File established
- Consultation required, including with parents
- Parents informed of possible consequences, including suspension/exclusion, should pattern of behaviour continue
- Contact with/referral to external agencies (see following)
- Implementation of an Individual Behaviour Management Plan (IMBP)
- Re-entry agreement between student, parents and principal required prior to re-attendance
- Ongoing monitoring and assessment of progress (involving student, parents, teachers, support personnel and administrators)
- Mandated reporting requirements adhered to

#### **Stage 6 – Suspension 6-20 days**

- (Actions as for Stage 5)

#### **Stage 7 – Recommendation to exclude**

- (Actions as for Stage 5)

### **Emergency Responses or Critical Incidents**

All staff are briefed on how to respond to emergency situations or critical incidents involving severe problem behaviour 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.

Where situations escalate a range of defusing strategies will be used including:

*Preventing escalation of the problem behaviour by avoiding:*

- 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

*Maintaining calmness, respect and detachment by:*

- Modelling the behaviour that students need to adopt
- staying calm and controlled
- using a serious measured tone
- choosing language carefully,
- avoiding humiliating the student being matter of fact
- avoiding responding emotionally

*Approaching the student in a non-threatening manner by:*

- moving slowly and deliberately toward the problem situation
- speaking privately to the student/s where possible
- speaking calmly and respectfully
- minimising body language
- keeping a reasonable distance
- establishing eye level position
- be brief
- staying with the agenda
- acknowledging cooperation
- withdrawing if the situation escalates

*Following through by:*

- acknowledging student compliance and engagement however brief
- reminding the student of the expected school behaviour and identify consequences of continued unacceptable behaviour

*Debriefing by:*

- helping the student to identify the sequence of events that led to the unacceptable behaviour
- pinpointing decision moments during the sequence of events
- evaluating decisions made and identifying 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 MSA'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
- where possible the use of physical restraint will be undertaken by staff training in non-violent crisis intervention.

### **Record Keeping**

Each instance involving the use of physical intervention will be formally documented through the use of:

- One School behaviour incidents and contacts
- Health and Safety Incident Report
- Debriefing Report

### **Consequences for Unacceptable Behaviour**

It is important that any consequences for unacceptable behaviour are consistent, provide the opportunity for a student to learn, ensure the safety of others and lead to the notion of accepting responsibility for one's actions. At MSA, the criteria for the delivery of appropriate consequences can be applied at any level of unacceptable behaviour.

Consequences for extreme examples of unacceptable behaviour (stages 5-7) are then applied with the assistance of external support agencies.

### **Appropriate Consequences**

When determining appropriate consequences, the following guiding questions will inform the decision-making process:

- Is the consequence consistent with Education Queensland's Code of School Behaviour?

- Does the consequence focus on EDUCATION and LEARNING i.e., will the consequence provide the student with the opportunity to reflect on their behaviour and to make plans for more responsible choices in the future?
- Is the consequence consistent with our school behaviour plan?
- Is the consequence appropriate to the incident?
- Is the consequence constructive, protecting of rights - rights of the individual in balance with the rights of others - and consistent with a safe, supportive learning environment?
- Will the consequence deliver an unambiguous message about standards for acceptable behaviour?
- Is the consequence non-violent, non-coercive non-discriminatory?

### **An Appropriate Level of Consequence**

When determining the appropriate level of consequences, the following guiding questions will inform the decision-making process:

- Has the student previously demonstrated a consistent pattern of responsible self-management OR as the result of recent intervention and support, has the student currently been demonstrating a commitment to more responsible self-management?
- Are there mitigating circumstances?
- To what extent did the student's actions and behaviour endanger the safety and welfare of others, or impact upon the learning environment?
- To what extent have less intrusive consequences been effective previously?

### **Possible Consequences**

Options listed rank from less to more severe and may be applied in combination.

- On-the-spot debriefing / counselling
- Timeout with reflection sheet
- Timeout with counselling
- Teacher mediated interview with student to clarify what happened and to encourage empathy for other's (victim's) point of view and to consider impact of incident upon all involved
- Letter of apology, or written response to debrief script as homework project – to be signed by parent / carer
- 'Community service' project completed as part of timeout
- Behaviour tracking sheet – communication tool
- Individual Behaviour Management Plan
- Suspension (1-5 days)
- Suspension (6- 20 days)
- Suspension with recommendation to exclude

### **Network of Student Support**

MSA implements a team approach to behaviour support with a 'collective ownership'. The following groups, services and agencies are readily available or can be accessed through various referral processes.

- Child & Youth Mental Health Services (Queensland Department of Health).
- Child Development Units (Queensland Department of Health).
- ACT4Kids
- Department of Child Safety

- Professional and collegial networks external to the school

### Consideration of Individual Circumstances

In order to inform effective decision making, data is gathered and collated in relation to incidents of inappropriate behaviour. Compass, which aims to fulfil mandated accountabilities is used to ensure particular situations and contexts are always considered and recorded.

MSA considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account the age, gender, disability, cultural background, socio-economic situation and emotional needs of students
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  - receive adjustments appropriate to their learning and/or impairment needs

### Related Legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

### Related Resources

- National Safe Schools Framework
- National Safe Schools Framework Resource Manual
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
- Take a Stand Together

### Endorsement

Michael Roberts – Managing Director

Effective Date: 27 January 2021