

MARIAN STATE SCHOOL
AN INTRODUCTION TO OUR SCHOOL'S RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS

A full copy of our school's Responsible Behaviour Plan for Students is available upon request.

Our school aims to create the conditions for each learner to achieve good academic outcomes and progress towards responsible self-management. **We accept that a child's background and experiences may influence their behaviour and while this may help staff understand a student's behaviour, this will not excuse unacceptable behaviours within our school.**



When determining positive acknowledgement or applying consequences for unacceptable behaviour, individual circumstances, actions of the student and the rights & responsibilities of all school community members are taken into consideration.

Our key messages for all students are ...

- Everyone must accept their responsibilities before they exercise their rights.
- Positive behaviours will be encouraged and acknowledged in a number of ways.
- In a school community, we need more team ("WE") behaviours than selfish ("ME") behaviours.
- Children only have three choices when something happens that they don't like ...
 1. **Ignore** it as something unimportant & get on with their learning.
 2. Talk with the offender/s and **Warn** them that the problem will be reported if it occurs again.
 3. **Report** the problem to an adult who can help solve the problem.
- **NO PAY BACK.** Fighting, paying back or prolonging an argument only continues and complicates the problem.
- **Bystanders** are expected to take some positive action to assist in resolving difficulties.
- **Parents will be informed via Responsible Behaviour Cards** of their child's positive or unacceptable behaviours. This may result in positive acknowledgement or the imposition of consequences as detailed by our Responsible Behaviour Plan for Students.
- **Behaviour Cards of all types should be signed by parents and returned to school** so that staff know parents are aware of the behaviour reported to them.

School Beliefs About Learning: All staff and students at the Marian State School have the right to work and learn in a safe and supportive environment free from disruption, abuse or threat. Students are expected to actively promote and model our school's motto ... **"Effort Crowns Success"**. Our school strives to provide a learning environment where all students have the right to reach their potential, developing a sense of self-worth and self-discipline.

School Beliefs About Behaviour: It is recognised that all members of our school community must grow to be responsible for and manage their own behaviour. In this way each individual contributes to a **safe, supportive environment** in which good teaching and effective student learning can occur. **All students of the Marian School must behave acceptably at school as this is the basic foundation upon which growth in student achievement is based.** Ultimately, each individual must be responsible for his/her own actions without 'blaming others' for their unacceptable behaviour. The good citizenship behaviours we foster and promote are fair and encompass such qualities as respect, politeness, self-discipline and co-operation.

Rights, Responsibilities & Rules: Children are required to **1. Always Be A Learner 2. Always Be Safe 3. Always Be Respectful.**

Processes For Recognising and Encouraging Positive Behaviour:

Positive social outcomes are achieved for students when families support the school's behaviour management practices. A collaborative home-school relationship provides students with a powerful message about the need for good behaviour within our school. A central component of Marian State School's whole school approach to positive behaviour support is a focus on – Getting Along, Organisation, Confidence, Persistence. & Resilience These skills aim to assist students develop self-esteem through understanding themselves and getting to know how they can best relate to others. A range of support techniques are utilised so as to acknowledge positive behaviour. We believe our school community encourages & maximizes positive behaviour that focuses on learning and achievement while minimising the attention paid to unacceptable behaviours.

Acceptable Behaviours: Students are taught school expectations with regards ...

Safety:

- Safe, respectful movement about our school.
- Safe play.
- Avoiding physical contact.
- Wearing correct uniform.
- Possession of safe materials

Learning:

- Completing class and homework tasks.
- Being in the right place, doing the right thing, at the right time.
- Following requests, instructions, directions.
- Accepting outcomes of behaviour choices.
- Being honest

Respect:

- Using appropriate language.
- Respecting Property.
- Caring behaviour towards others.
- Respecting others.
- Respecting authority.

Positive Behaviours are Recognised and Supported by:

- **Verbal reinforcement, acknowledgement, thanks** - Formal & Informal private & public recognition, including Parent/Teacher discussions
- **Parental contact** - Parents are notified so that they too can acknowledge their children's achievements (e.g. home rewards) and share in our pride when students perform or behave creditably.
- **Class systems of recognition and reward (eg stamps, stickers, prizes)**
- **Privileges** – Students who consistently demonstrate self-discipline and responsibility are given opportunities to involve themselves in extra curricular (e.g. school sporting teams, Student Council), co-curricular (e.g. excursions, school camps, Peer Tutoring, Buddy programs) and/or recreational (e.g. school discos, etc.) activities.
- **Awards** – Individuals are accorded special recognition via the presentation of classroom or school and class awards (e.g. Student Of The Week, Class Awards, Principal Awards, Annual Awards). Various communication channels publicly recognise positive student contributions to our school community.
- **OUTSTANDING, GREEN OR BLUE Positive Recognition Cards-** Cards are signed by parents, returned to school & then returned to the student. Our weekly 'Green Card Draws' provide an opportunity for students who have earned Green Cards to win a Tuckshop voucher.
- Students may be issued a Blue "Improvement Card" when their behaviour changes from unacceptable to acceptable. An "Improvement Card" acknowledges the student's efforts towards more positive behaviours and encourages them to continue in this manner.
- **A+ Rewards Day** – At the end of each term, all students who were not issued Consequence Behaviour Cards, are entered into an end of term draw and are automatically invited to participate in their class Rewards Day Activities in recognition of their consistent good behaviour.



Processes For Responding To Unacceptable Behaviour: Our whole school behaviour management process focuses on each student becoming aware of the need to be responsible for their own behaviour. If necessary, students are assisted to identify the skills of self-management and are encouraged to constantly use self-evaluation to develop a desire for self-improvement and self-discipline. Staff implement planned strategies in the classroom or playground to teach effective work habits, to develop social skills and to build a good rapport with students. Strategies used will be **Preventative** (action taken to prevent or minimise unacceptable behaviour), **Supportive** (action taken to support students and teachers) or **Corrective** (actions teachers take when unacceptable behaviour occurs).

Consequences for Unacceptable Behaviour: Encouraging responsible student behaviour requires a range of provisions that include fair and just consequences for breaches of our Responsible Behaviour Plan for Students. Parents will be informed of the circumstances and consequences for their child, but must understand that privacy legislation restricts staff in what information they can share about other students. Individual class or year level teachers will be primarily responsible for dealing with minor behaviours. Generally the school Administration Team will be responsible for responding to students who exhibit persistent unacceptable behaviour or extreme unacceptable behaviour.

Phase One Consequences:

- **'time out', withdrawal from class**, removal from class (eg. when disruptive of teaching or other students' learning),
- **break time detention** (The Qld Ed Act states that a student may be detained during the recess as a consequence for disobedience, misconduct, wilful neglect to prepare home tasks, non-compliance with the school dress code or for other breaches of school discipline)
- **redirection to alternate lunchtime activities** (eg Options Activities, Restricted playground access, Supervised play)
- **loss of privilege** (eg 2 or more consequence cards means student is not invited to school or P&C disco (or other such activities) that term. Parents may be asked to be present and accept responsibility for the supervision of their child.
- **withdrawal from excursions and/or camps** (ie. 2 or more consequence cards in that term signals that a student's past behaviour is considered a threat to the good discipline & management of the whole group, and/or a threat to their own or others safety)
- **restitution or compensation**. Where personal or school property is damaged, a student's parents may be asked to provide some form of monetary or material restitution to compensate for the damages incurred.
- **warning regarding future consequence** (ie. suspension) for repeated offence,
- **teacher & student "Plan of Action"**: If a student's behaviour continues to infringe upon the rights of others in the classroom and/or playground, a plan of action is developed by the teacher and student. Parents/carers are contacted. If additional support is required to implement the plan, the teacher will make a referral for additional behaviour support from the Justice and Equity Team.
- **Formal parent contact** - When specific behaviours of a student persist despite intervention, a more formal parent conference will occur. Involvement by an Administrator and/or Guidance Officer may be an integral part of this process

Phase Two Consequences:

- **Phase One consequences** and/or
- **withdrawal from co-curricular activities for that term** (ie. 2 or more consequence cards in that term signals that a student's past behaviour is considered a threat to the good discipline & management of the whole group, and/or a threat to their own or others safety at interschool sport, complete 'Individual Reflection Activity' before participating in Celebrations Day activities, and /or Yr 6 Awards & Social),
- **after school detention** (The Queensland Education Act states that a student at a State School may be detained for a period of one half hour after school as a consequence for disobedience, misconduct, wilful neglect to prepare home tasks, non-compliance with the school dress code or for other breaches of school discipline. Every effort will be made to notify parents of an impending after school student detention)
- **behaviour contracts**: As a result of a conference with a Teacher, Administrator and/or a Guidance Officer, a negotiated written contract to meet certain behavioural conditions is agreed upon. Parents may be involved in this process. The school's Principal, Deputy Principal and/or Guidance Officer assists students and parents to accept their responsibilities as co-operative members of the school community.
- **parent interview** and agree 'Plan of Action'
- referral to **Intensive Behaviour Support Team** (may include referral to **Guidance Officer**)
- **suspension** from school. Students who choose not to accept other consequences imposed as a result of unacceptable behaviours (eg refuses to attend detention) or who engage in serious breaches of this plan, may be suspended. Suspension from school for up to twenty days is recognised as a most serious consequence, which can be imposed by the school Administration. Suspensions are implemented in line with the Education Queensland policy: SM-16 Student Disciplinary Absences.
- **students are not likely to be eligible for any Yr 6 Student Feature Awards** if they have been suspended from school during their Year 6 school year.

Phase Three Consequences:

- **Phase One or Two consequences** and/or
- Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be **recommended for exclusion** from school following an immediate period of suspension.

Intensive and Extended Behaviour Support: Students who are considered to be "seriously at risk" of significant educational underachievement due to their inappropriate behaviours are supported using a co-ordinated 'team' approach. It is essential that parents are involved in this process if positive outcomes are likely to result. When a student's inappropriate behaviours continue despite school interventions, or when infringements move to more serious breaches of the school's behaviour expectations, more extensive targeted support is put into place. This may include support from the Mackay Student Support Centre and/or other government agencies.

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

BEFORE & AFTER SCHOOL: There is no formal playground supervision before or after school hours. Therefore parents are advised that children (including children under school age) are not allowed to play in school grounds or on school play equipment before or after school. Unless engaged in a staff supervised activity (e.g. Instrumental music lesson), there is no need for students to arrive before 8:45am in preparation for our 9:00am bell. When students arrive at school, they should use any time available to prepare for the day's lessons and activities. This time should not be regarded as a "play" period. Students arriving before 8:45am must report to and sit in the Covered Games Area (Yr 2-6). Preps—Prep eating area and Yr 1's—Yr 1 eating area.

SAFETY TO AND FROM SCHOOL: Students are answerable to their parents, our school and the Police for their behaviour on the way to and from school. Therefore students are subject to school disciplinary processes for unacceptable behaviour while travelling to and from school.