



Mt Tyson State School  
Main Street  
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Ph: 07 46 937287  
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Principal: Mr Michael Routledge

# Responsible Behaviour Plan for Mount Tyson Students

*Based on The Code of School Behaviour*

## **1. Purpose**

Mount Tyson State 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.

Our 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 positively within our school community. This is supportive of their lifelong wellbeing. (Learning and Wellbeing Framework)

## **2. Consultation and data Review**

Mount Tyson State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through community meetings held during November 2013. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2010 -2013 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director in December 2013, and will be reviewed regularly and in the future as required in legislation.

## **3. Learning and Behaviour Statement**

All areas of Mount Tyson State School are learning and teaching environments. We consider behaviour management to be an opportunity for 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 behaviours. Through our school plan - shared expectations for student behaviour are plain to everyone, assisting Mount Tyson State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

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



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**Safety:** *Make good choices to keep everybody safe*

**Thinking:** *Think before acting and think when learning*

**Responsibility:** *Know and respond to our expectations*

**Respect:** *Look after and value each other and our school*

Our values have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles 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**

A set of behavioural expectations in specific settings are attached to each of our four school values. The School values and expectations Matrix below outlines our agreed values and specific behavioural expectations in all school settings.



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## Values and Expectations Matrix

	Expectation	Our Expectations								
		Whole School	Classroom	Entering and Exiting School	Play/ Sports Shed	Eating Areas	Toilets/ Change Rooms	Tuckshop/ Sports Room	Transition/ Lining Up	Excursion s/ Off Campus
	Make good choices to keep everyone safe	<ul style="list-style-type: none"> <li>* <b>keep</b> hands and feet to myself</li> <li>* <b>walk</b> around school</li> <li>* <b>stay</b> in school grounds</li> <li>* <b>climb</b> only on playground equipment</li> <li>* <b>follow</b> adult directions</li> </ul>	<ul style="list-style-type: none"> <li>* <b>walk</b> inside</li> <li>* <b>use</b> equipment the right way</li> <li>* <b>ask</b> to use electrical equipment</li> <li>* <b>sit</b> safely in my chair</li> <li>* <b>sit</b> safely on the floor</li> <li>* <b>stay</b> with my class/group</li> </ul>	<ul style="list-style-type: none"> <li>* <b>sit</b> under the main building in lines</li> <li>* <b>walk</b> safely following teacher direction to the bus</li> <li>* <b>use</b> pedestrian crossings</li> <li>* <b>walk</b> bikes in and around school grounds</li> </ul>	<ul style="list-style-type: none"> <li>* <b>wear</b> hats outside</li> <li>* <b>drink</b> lots of water</li> <li>* <b>wash</b> hands before class</li> <li>* <b>use</b> play equipment safely</li> <li>* <b>socks</b> and shoes on</li> <li>* <b>sticks</b> and stones down</li> </ul>	<ul style="list-style-type: none"> <li>* <b>sit</b> to eat</li> <li>* <b>eat</b> in designated area</li> <li>* <b>eat</b> my own food</li> <li>* <b>wash</b> hands before eating</li> </ul>	<ul style="list-style-type: none"> <li>* <b>wash</b> hands with soap</li> <li>* <b>use</b> toilet paper properly</li> <li>* <b>keep</b> water in the sink</li> <li>* <b>use</b> correct toilet block</li> </ul>	<ul style="list-style-type: none"> <li>* <b>wait</b> in line</li> </ul>	<ul style="list-style-type: none"> <li>* <b>stand</b> still in line</li> <li>* <b>walk</b> when moving around the school</li> </ul>	<ul style="list-style-type: none"> <li>* <b>stay</b> with my class/group</li> <li>* <b>walk</b> on and off buses</li> <li>* <b>remain</b> seated on buses</li> <li>* <b>wait</b> for signal to move</li> <li>* <b>follow</b> adult directions</li> </ul>
Thinking	Think before we act	<ul style="list-style-type: none"> <li>* <b>think</b> about my actions and how they affect others</li> <li>* <b>think</b> about my own and others' learning and working</li> <li>* <b>think</b> about the safety of myself and others</li> <li>* <b>think</b> about my best work and my best attitude</li> <li>* <b>think</b> about the task at hand</li> </ul>								
Responsible	Know and follow our rules	<ul style="list-style-type: none"> <li>* <b>Try</b> my best</li> <li>* <b>tell</b> the truth</li> <li>* <b>make</b> good choices</li> <li>* <b>solve</b> problems with words</li> <li>* <b>take care</b> of my own belongings</li> <li>* <b>take care</b> of others' property</li> <li>* <b>be</b> in the right place at the right time</li> </ul>	<ul style="list-style-type: none"> <li>* <b>keep</b> my desk area tidy</li> <li>* <b>have</b> books and materials ready</li> <li>* <b>ask</b> permission to leave</li> <li>* <b>participate</b> fully</li> </ul>	<ul style="list-style-type: none"> <li>* <b>arrive</b> on time</li> <li>* <b>use</b> pedestrian crossing</li> <li>* <b>hand</b> in all electronic devices to office</li> </ul>	<ul style="list-style-type: none"> <li>* <b>play</b> in the school grounds and in designated areas</li> </ul>	<ul style="list-style-type: none"> <li>* <b>put</b> lunchbox away</li> <li>* <b>wait</b> to be dismissed</li> <li>* <b>eat</b> politely</li> <li>* <b>put</b> rubbish in the bin</li> </ul>	<ul style="list-style-type: none"> <li>* <b>report</b> problems to a teacher</li> <li>* <b>go</b> straight in and straight out</li> <li>* <b>use</b> toilets correctly</li> <li>* <b>flush</b> toilet</li> <li>* <b>use</b> toilets at break times</li> </ul>	<ul style="list-style-type: none"> <li>* <b>order</b> lunch before school</li> </ul>	<ul style="list-style-type: none"> <li>* <b>be</b> on time for class</li> <li>* <b>wash</b> hands, toilet, drink before class</li> <li>* <b>return</b> equipment after play</li> </ul>	<ul style="list-style-type: none"> <li>* <b>have</b> bag and equipment ready</li> <li>* <b>follow</b> rules of the venue</li> </ul>
	Look after and value each other and our school	<ul style="list-style-type: none"> <li>* <b>use</b> kind words and actions</li> <li>* <b>be</b> tolerant and fair</li> <li>* <b>listen</b> to the speaker</li> <li>* <b>use</b> manners</li> <li>* <b>wear</b> school uniform</li> <li>* <b>ask</b> before you take</li> </ul>	<ul style="list-style-type: none"> <li>* <b>put</b> hands up and wait</li> <li>* <b>use</b> one-speaker rule</li> <li>* <b>use</b> inside voice</li> <li>* <b>allow</b> others to learn</li> </ul>	<ul style="list-style-type: none"> <li>* <b>keep</b> noise to a minimum</li> <li>* <b>greet</b> others</li> <li>* <b>ask</b> before using something we don't own</li> </ul>	<ul style="list-style-type: none"> <li>* <b>let</b> others join in</li> <li>* <b>take</b> turns</li> <li>* <b>allow</b> others to play their games</li> <li>* <b>ask</b> permission to join</li> </ul>	<ul style="list-style-type: none"> <li>* <b>take</b> unwanted food home</li> <li>* <b>talk</b> quietly</li> </ul>	<ul style="list-style-type: none"> <li>* <b>have</b> one person per toilet</li> <li>* <b>wait</b> my turn and respect the privacy of others</li> </ul>	<ul style="list-style-type: none"> <li>* <b>stand back and wait</b> my turn</li> <li>* <b>say</b> please and thank you</li> </ul>	<ul style="list-style-type: none"> <li>* <b>allow</b> personal space</li> </ul>	<ul style="list-style-type: none"> <li>* <b>show</b> pride in self and school</li> <li>* <b>care</b> for venues/property</li> <li>* <b>Use</b> polite language</li> <li>* <b>Care</b> for others</li> </ul>



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## **5. Built-in behaviour support**

The values and behaviour matrix underpins the processes that occur at Mount Tyson State School.

### Teaching and Communication

*Teaching:* The Teaching of values and expectations occurs in classrooms and on weekly parades.

### *Communication:*

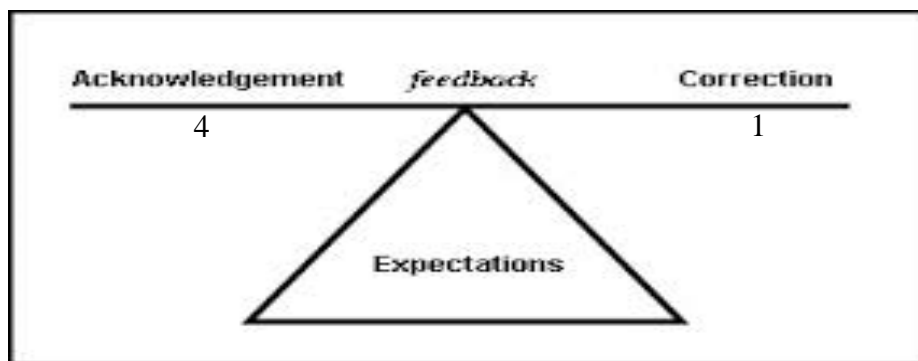
- The values and expectations matrix are displayed in all areas of the school including classrooms, the hall and staffroom;
- The schools values are placed in prominent positions in the school;
- The values and expectations are communicated each fortnight in newsletters;
- The values and expectations matrix is in our playground folder;
- This Responsible Behaviour Plan forms part of our induction package for new staff.

*Focus of the fortnight:* Each fortnight there will be a focus on a value for the week. A review of data and staff discussion may underpin the focus of the fortnight. The focus is taught, communicated in the newsletter and forms the basis of our reward system.

### Data and Teamwork

Data is recorded by staff. Minor and Major Behaviour is recorded on OneSchool. Student of the week is also recorded on OneSchool. Gotcha' Certificates are colour coded and collated by school leaders for staff. This will result in:

- Discussion of trends during each staff meeting
- Analysis of recent data and the possible formation of our focus for the fortnight
- Discussion of behaviour management practices and pro-active strategies.



*The Christine Richmond's balanced models guides all staff in their daily management of student behaviour*

### Reinforcing Expected School Behaviour

Teachers and teacher aides receive regular training in basic behaviour management and are skilled at reinforcing positive behaviour on a regular basis. (Essential Skills Classroom Management)

Teachers will issue three positive behaviour awards each week. These are presented at a weekly parade, parents are invited to this parade and winners are communicated in newsletters.



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The staff issue "Gotcha" certificates in all parts of the school. These are often based on our focus of the week from our Values and Expectations Matrix. Students place these in sealed boxes in classrooms and around the school. There is a major raffle at the end of each week and a student from each class win a prize. Winners are communicated in the weekly newsletter.

#### Re-directing low-level and infrequent problem behaviour

At Mount Tyson State School we recognise that prompt and timely intervention can prevent an escalation of unwanted behaviour.

Low level redirecting is based on the professionalism of staff that are regularly trained in behaviour management. (Essential Skills Classroom Management). Our values and expectations matrix is a guide to ensure consistency. Low level responses from staff may include:

- Tactically Ignoring Behaviour
- Recognising the students who are behaving positively
- Stating the rule
- Redirecting
- Diverting

### **6. Targeted Behaviour Support**

Each year a very small number of students at Mount Tyson State School are identified through our data as needing extra assistance in the way of targeted behavioural support. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

As situations arise, staff will take the opportunity to provide feedback to students to recognise how successful their behaviour choices have been in adding to their quality of life.

Specific Teaching – Nine Values of Australian Schooling is a way of life in our School and as such creates a positive climate where there is steady peer pressure for students to behave in pro-social and non-violent ways.

### **7. Intensive Behaviour Support**

Mount Tyson State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The *Principal*:

- works with other staff members to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection
- makes adjustments as required for the student, and
- works with the School Behaviour Team to achieve continuity and consistency.
- *Principal* contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and district-based behavioural support staff.

### **8. 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.



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An emergency situation or critical incident is defined as a major or minor occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

### **Basic defusing strategies**

#### *Avoid escalating the problem behaviour*

(Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language).

#### *Maintain calmness, respect and detachment*

(Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally).

#### *Approach the student in a non-threatening manner*

(Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates).

#### *Follow through*

(If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).

#### *Debrief*

(Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations).

### **Physical Intervention**

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- ☐ physically assaulting another student or staff member
- ☐ posing an immediate danger to him/herself or to others.

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

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

- ☐ physical intervention cannot be used as a form of punishment
- ☐ physical intervention must not be used when a less severe response can effectively resolve the situation

- the underlying function of the behaviour.
- Physical intervention is not to be used as a response to: property destruction



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- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- ☐ be reasonable in the particular circumstances,
- ☐ be in proportion to the circumstances of the incident
- ☐ always be the minimum force needed to achieve the desired result, and
- ☐ take into account the age, stature, disability, understanding and gender of the student.

### **Record keeping**

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

- ☐ incident report (Appendix 4)
- ☐ Health and Safety incident record
- ☐ debriefing report (for student and staff) (Appendix 5).

## **9. Consequences for Unacceptable Behaviour**

Mount Tyson State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. 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.

### **Minor and major behaviours**

When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- ☐ **Minor** problem behaviour is handled by staff members at the time it happens
- ☐ **Major** problem behaviour is referred directly to the school Principal

**Minor** behaviours are those that are safe and:

- ☐ are minor breeches of the school rules
- ☐ do not seriously harm others or cause you to suspect that the student may be harmed
- ☐ do not violate the rights of others in any other serious way
- ☐ are not part of a pattern of problem behaviours
- ☐ **do not require involvement of specialist support staff or Administration.**

Minor problem behaviours may result in the following consequences:

- a re-direction procedure. The staff member takes the student aside and responds, corrects or discourages:
- a minor consequence logically connected to the problem behaviour, such as completion of unfinished work
- removal from an activity or event for a specified period of time, partial removal (time away)
- individual meeting with the student, apology, restitution or detention for work completion.



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- referral to the principal, contacting the parent, behaviour contract may occur following continued minor behaviours.

All minor behaviours are recorded on OneSchool. Our extensive monitoring system may indicate a student being recorded for a number of minors in a short period of time. This can result in intervention by the principal and/or discussion of strategies at staff meetings.

**Major** behaviours are those that:

- ☐ significantly violate the rights of others
- ☐ is unsafe and put others / self at risk of harm

**Major** behaviours result in an immediate referral to the Principal because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and direct the student to the principal or notify the principal. **All major behaviours referred to the principal**

All major behaviours are recorded on OneSchool.

Major problem behaviours will result in the following consequences. *This level system is a guide used by the principal* and students and parents are not informed of their level.

**Level One:** Alternate lunchtime activities, loss of leadership badge, behaviour contract, restitution, written apology, loss of break times, internal suspension (half day), parental contact, warning regarding future consequence for repeated offence

**Level Two:** Parent contact, internal suspension (one day or more), referral to Guidance Officer and or Behaviour Support Teacher, Loss of privileges, individual behaviour plan, and suspension from school. (Students are typically on this level after repeated major incidents)

**Level Three:** 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.

***The minor and major behaviour matrix has suggested consequences. There is professional discretion by the staff and by the principal. These Factors are considered:***

- ***the frequency of an incident by a child;***
- ***the severity of the incident;***
- ***and the context of the incident.***

***Our aim is to achieve consistency as a team***





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## MATRIX of Minor and Major Behaviours

Area	Minor	Suggested Consequences	Major	Suggested Consequence for first incident
Movement around the school	<ul style="list-style-type: none"> <li>➤ Running on concrete</li> <li>➤ Running in stairwells</li> <li>➤ Not walking bike in school grounds</li> <li>➤ Out of bounds</li> </ul>	<ul style="list-style-type: none"> <li>➤ Discussion</li> <li>➤ Discussion</li> <li>➤ Discussion</li> <li>➤ Discussion</li> </ul>		
Play	<ul style="list-style-type: none"> <li>➤ Incorrect use of equipment</li> <li>➤ Not playing approved games</li> <li>➤ Playing in toilets</li> <li>➤ Not playing fairly</li> <li>➤ Throwing hard objects</li> </ul>	<ul style="list-style-type: none"> <li>➤ Discussion/banned from use</li> <li>➤ Discussion</li> <li>➤ Discussion</li> <li>➤ Banned from the game</li> <li>➤ Loss of break time</li> </ul>	<ul style="list-style-type: none"> <li>➤ Possession of weapons</li> <li>➤ Throwing hard objects at someone</li> </ul>	<ul style="list-style-type: none"> <li>➤ Suspension/exclusion</li> <li>➤ Loss of 2 or more breaks</li> </ul>
Physical contact	<ul style="list-style-type: none"> <li>➤ Pushing and shoving</li> </ul>	<ul style="list-style-type: none"> <li>➤ Discussion/loss of break time</li> </ul>	<ul style="list-style-type: none"> <li>➤ Physical Aggression</li> <li>➤ Fighting</li> <li>➤ Self-harm</li> </ul>	<ul style="list-style-type: none"> <li>➤ Loss of 2 or more breaks</li> <li>➤ Loss of 2 or more breaks</li> <li>➤ Contact parent, GO, Regional Director</li> </ul>
Attire	<ul style="list-style-type: none"> <li>➤ No hat in the playground</li> <li>➤ No shoes in the playground</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reminder/ play undercover</li> <li>➤ Reminder/play undercover</li> </ul>		
Class	<ul style="list-style-type: none"> <li>➤ Not completing class tasks</li> <li>➤ Disruption in class (noises)</li> <li>➤ Leaving seat during activities</li> <li>➤ Refusing to complete class tasks</li> </ul>	<ul style="list-style-type: none"> <li>➤ Complete in break time</li> <li>➤ Loss of break time/time out</li> <li>➤ Loss of break time/ time out</li> <li>➤ Complete in break time/contact parent</li> </ul>	<ul style="list-style-type: none"> <li>➤ Sustained non-compliance</li> <li>➤ Chair throwing</li> <li>➤ Sustained or major disruption in class</li> </ul>	<ul style="list-style-type: none"> <li>➤ Contact parent/contract Parent, internal suspension</li> <li>➤ Internal suspension</li> </ul>
Being in the right place	<ul style="list-style-type: none"> <li>➤ Not being punctual for class</li> </ul>	<ul style="list-style-type: none"> <li>➤ Loss of break time</li> </ul>	<ul style="list-style-type: none"> <li>➤ Leaving class without permission</li> <li>➤ Leaving school without permission, hiding in class time</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ensure safety, inform parents</li> <li>➤ Inform parent, internal suspension</li> </ul>
Following instructions	<ul style="list-style-type: none"> <li>➤ Failure to follow adults request</li> </ul>	<ul style="list-style-type: none"> <li>➤ Contact parent/loss of break time</li> </ul>		
Acceptance of outcomes of behaviour	<ul style="list-style-type: none"> <li>➤ Dishonesty</li> <li>➤ Failure to comply with consequence</li> </ul>	<ul style="list-style-type: none"> <li>➤ Discussion</li> <li>➤ Contact parent /comply with consequence (minor)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Failure to comply with consequence (major)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Contact parent, comply with consequence</li> </ul>
Rubbish	<ul style="list-style-type: none"> <li>➤ Littering</li> </ul>	<ul style="list-style-type: none"> <li>➤ Pick up papers</li> </ul>		
Language	<ul style="list-style-type: none"> <li>➤ Swearing</li> <li>➤ Rude talk</li> <li>➤ Back chatting</li> <li>➤ Outbursts</li> </ul>	<ul style="list-style-type: none"> <li>➤ Loss of break time</li> <li>➤ Loss of break time</li> <li>➤ Discussion away from peers</li> <li>➤ Student given time before behaviour addressed</li> </ul>	<ul style="list-style-type: none"> <li>➤ Offensive language</li> <li>➤ Aggressive language</li> <li>➤ Verbal abuse / directed profanity</li> </ul>	<ul style="list-style-type: none"> <li>➤ (all) Loss of 2 or more breaks or internal suspension, written apology, Contact parents</li> </ul>
Property	<ul style="list-style-type: none"> <li>➤ Lack of care for the environment</li> </ul>	<ul style="list-style-type: none"> <li>➤ Restitution</li> </ul>	<ul style="list-style-type: none"> <li>➤ Stealing</li> <li>➤ Wilful property damage</li> <li>➤ vandalism</li> </ul>	<ul style="list-style-type: none"> <li>➤ Discussion with parent</li> <li>➤ Restitution/suspension</li> <li>➤ Restitution/suspension</li> </ul>
Bullying	<ul style="list-style-type: none"> <li>➤ bullying</li> </ul>	<ul style="list-style-type: none"> <li>➤ discussion with parent</li> </ul>	<ul style="list-style-type: none"> <li>➤ Cyber-bullying</li> <li>➤ Continual bullying, harassment</li> </ul>	<ul style="list-style-type: none"> <li>➤ Loss of computer access, suspension.</li> <li>➤ Contact parent, or suspension</li> </ul>
Other			<ul style="list-style-type: none"> <li>➤ Possession or selling of drugs</li> <li>➤ Animal cruelty</li> </ul>	<ul style="list-style-type: none"> <li>➤ Suspension/exclusion</li> <li>➤ Inform parent, GO for repeated</li> </ul>



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### **10. Network of Student Report**

Students at Mount Tyson State School are supported through our regional support team. We teach replacement behaviour, use positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- ☐ Parents
- ☐ Teachers
- ☐ Support Staff
- ☐ Administration Staff
- ☐ Guidance Officer
- ☐ Advisory Visiting Teachers
- ☐ Senior Guidance Officer

Support is also available through the following government and community agencies:

- ☐ Disability Services Queensland
- ☐ Child and Youth Mental Health
- ☐ Queensland Health
- ☐ Department of Communities (Child Safety Services)
- ☐ Police
- ☐ Local Council
- ☐ Neighbourhood Centre.

### **11. Consideration of Individual Circumstances**

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.

Mount Tyson State 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, 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 students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- ☐ 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,**

### **12. 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



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### **13. Related Policies and Procedures**

[Inclusive Education 2013](#)

[Learning and Wellbeing Framework 2012](#)

[School Community Procedures:](#)

- [Student Protection v6.4](#)

[Student Learning and Wellbeing Procedures :](#)

- [Safe, Supportive and Disciplined School Environment v7.2](#)
- [Appropriate Use of Mobile Telephones and other Electronic Equipment by Students v3](#)
- [Supporting Students Mental Health and Wellbeing v2.3](#)

[School Management Procedures:](#)

- [Enrolment in State Primary, Secondary and Special Schools 5.6](#)
- [Flexible Arrangements for School Students v2.1](#)
- [Exemptions from Compulsory Schooling and Compulsory Participation v3.3](#)
- [Managing Risks in Schools v5.1](#)
- [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools v3.8](#)

### **14. Related Resources**

- [Better Behaviour Better Learning](#)
- [Bullying. No Way!](#)
- [Schoolwide Positive Behaviour Support](#)
- [Learning and Wellbeing Framework](#)
- [Code of Conduct for School Students Travelling on Buses](#)
- [Parent and Community Engagement Framework](#)

### **15. Research**

This responsible Behaviour Plan is underpinned by the ideas and research in the following titles:

- "Classroom Behaviour – Third Addition" - Bill Rogers
- "Teacher Leadership and Behaviour Management" - Bill Rogers  
(Chapter 4 "The Balance Model; Minimalism in Behaviour Management" – Christine Richmond)
- "Teach More, Manage Less" – Christine Richmond
- "Lead More, Manage Less" – Christine Richmond



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