Morayfield State High School
Responsible Behaviour Plan for Students - 2015

1. Purpose
Learning occurs best in school climates that are positive, orderly, courteous and safe. It is becoming clear in the educational research literature that the most effective approaches come from a School Wide Positive Behaviour Support framework. Morayfield State High School is committed to a multi-tiered prevention-intervention model that provides a continuum of positive behaviour support strategies. This Responsible Behaviour Plan for students is designed to facilitate high standards of behaviour and ensure that learning and teaching are maximised.

2. Consultation and data review
Morayfield State High School developed this plan in collaboration with our school community.

During 2014 students, parents and staff were consulted and feedback sought, in relation to behaviour management, using a variety of instruments to review current practice and to inform future direction. Recommendations from our 2014 Discipline Audit have been integrated into this plan.

A review of school data trends, including behaviour management referrals, school disciplinary absences and attendance data from recent years also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Regional Director in December 2014, and will be reviewed in 2017 as required in legislation.

3. Learning and behaviour statement
We strive, through excellence in learning and teaching, to achieve a quality education for all students.

Our Responsible Behaviour Plan for Students outlines our system for facilitating positive behaviours, preventing problem behaviours and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Morayfield State High School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and an understanding of their role in the educational process.

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

• Be Respectful
• Be Responsible
• Be Co-operative

By clearly defining the responsibilities that all members of the school community are expected to uphold, and recognising the importance of meaningful relationships, we enhance learning and achievement for all students. Our goal is to provide positive support to promote high standards of achievement and behaviour.
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Effective behaviour management strategies require the creation of a positive whole school culture, quality learning and teaching practices, relevant and engaging curriculum and a range of provisions that are characterised by non-violent, non-coercive and non-discriminatory practices. They range from positive preventative action for all students, through to intensive intervention for specific individuals or groups.

- **Universal behaviour support – Tier 1**
  
  Positive behaviour at Morayfield State High School is achieved through communicating and explicitly teaching our standards to all students.

  Communicating behavioural expectations is an essential component of universal behaviour support – a strategy directed towards all students designed to prevent problem behaviour.

  A set of behavioural expectations in specific settings has been developed for each of our three school values: *Respect, Responsibility and Co-operation*. The matrix (attached as appendices) outlines our desired behaviours and expectations in all school settings.

  Morayfield State High School implements the following proactive and preventative processes and strategies to support student behaviour:

  - Explicit teaching of the ‘AIM’ program which outlines the school rules and what they mean, look like, and sound like in specific settings;
  - Design of engaging and relevant curriculum programs;
  - High quality pedagogical practices informed by the Art and Science of Teaching pedagogical framework;
  - Implementation of the Essential Skills for Classroom Management and Classroom Profiling;
  - A structured recognition program to acknowledge and reinforce positive behaviour (Summit Club);
  - Communication and consultation with the immediate and broader school community to gain rich and authentic feedback that ensures continuous improvement through social media, surveys, newsletters, school website, email, information evenings, flyers, letters, and direct conversation;
• Clearly defined policies and practices that are published for the whole school community and are consistently applied.

Reinforcing expectations
• Explicit teaching in targeted AIM program in Years 7 – 12;
• Visual - signage across the school;
• Verbal – common language;
• Weekly rule focus on Assemblies, staff briefing, and newsletter;
• Modelling – student leaders and staff model the desired behaviours;
• A comprehensive student recognition program based on identifying students demonstrating the desired behaviours in classroom and playground settings. (See information relating to the ‘Aim High’ program.);
• A robust student House system that awards positive behaviours and participation in school events with House Cup points. (see Appendices.);
• Reinforcement of learning from behaviour lessons on school assemblies and during active supervision by staff during classroom and non-classroom activities;
• A staff recognition program operates through collegial recognition and nomination;
• Parents and community are encouraged to reinforce common positive behaviours in the home and broader community through regular communications;
• Induction of new students and staff in the Morayfield State High School Responsible Behaviour Plan for Students;
• Individual support profiles developed for students with medium/high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

Low level and infrequent problem behaviour is re-directed by staff using the ESCM (Essential Skills for Classroom Management) through the reinforcement of expected school behaviour.

• Targeted behaviour support – Tier 2
Through the gathering of data, students who require additional behaviour support are identified. Students requiring targeted behaviour support are identified by:
• Classroom observations;
• Analysis of student profiles;
• Attendance data;
• Academic reporting;
• Student progress reports;
• Student disciplinary absence data;
• Referral to/from student support services;
• Regular analysis of OneSchool behaviour data which includes details of students who have engaged with the buddy class and or Student Support Centre process (see Appendices).

To support students who are identified as requiring targeted intervention, we:
• Conduct intervention meetings with parents / carers;
• Develop (IBSP) Individual Behaviour Support Plans and (ISP) Initial Support Plans;
• Modify the educational program to cater for the individual student’s needs;
• Access student support services personnel including the school HoD Student Support Services, Guidance Officer, School-Based Youth Health
Nurse, School Behaviour Specialist, Youth Support Officer, School-Based Police Officer, Chaplain, Indigenous Officer;
• Offer a variety of focussed and targeted support programs (internal and external);
• Implement daily monitoring process by a Deputy Principal or identified staff mentor.

Responding to unacceptable behaviour
While students are accessing further support, responses to unacceptable behaviour may include:
• Teacher intervention strategies (application of ESCM and differentiated learning activities);
• Buddy class;
• Contact with parents / carers;
• Entry of incident details into OneSchool;
• HoD intervention;
• Detentions (lunch, before or after school, on weekends);
• Student daily monitoring cards;
• Student disciplinary absence (suspension up to 20 days);
• Community service during or outside of school hours including weekends;
• Discipline Improvement Plan;
• Internal Retrieval (3 day withdrawal program facilitated by Student Support Services);
• Administration assigned - Student Support Centre – Possible inclusion in an alternative program;
• Flexible arrangements;
• Withdrawal of privileges – removal of capacity to attend excursions, school functions or represent the school;
• Facilitated mediation;
• Cancellation of enrolment;
• Recommendation for exclusion.

• Intensive behaviour support – Tier 3
For a variety of reasons, 2 – 5 % of students may not respond to universal or targeted support and may need more intensive support to assist them to continue their learning. To do this, we:
• Discuss educational options with parents / carers;
• Liaise with alternative education providers and employers;
• Consult with district behaviour support manager;
• Refer student to relevant district support services;
• Consult with Senior Guidance Officer.

Responding to unacceptable behaviour
• Detentions (lunch, before or after school, on weekends);
• Suspension;
• Discipline Improvement Plan (DIP);
• Community service during or outside of school hours including weekends;
• Cancellation of enrolment;
• Recommendation for exclusion;
• Restitution (Restorative Practices);
• Flexible arrangements;
• Alternative programs in or out of school to support.
Students are also referred and supported to access additional assistance from a non-exhaustive list. (Refer to the Network of Student Support Section 7.)

5. Emergency responses or critical incidents

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An emergency situation or critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action. In the event of an emergency or critical incident it is expected that staff will notify the Principal or a Deputy Principal as soon as it is safe or practicable to do so. This is essential to ensure that a broader school-wide response following the Critical Incident Plan can be enacted if required.

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 jeopardy.

<table>
<thead>
<tr>
<th>BASIC DEFUSING STRATEGIES</th>
<th>ACTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avoid escalating the problem behaviour</td>
<td>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.</td>
</tr>
<tr>
<td>Maintain calmness, respect and detachment</td>
<td>Model the behaviour you want students to adopt, stay calm and controlled, use a firm, measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.</td>
</tr>
<tr>
<td>Approach the student in a non-threatening manner</td>
<td>Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise inflammatory body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge co-operation, withdraw if the situation escalates.</td>
</tr>
<tr>
<td>Follow through</td>
<td>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.</td>
</tr>
<tr>
<td>Debrief</td>
<td>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.</td>
</tr>
</tbody>
</table>

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 Morayfield 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.

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 an alternative strategy can effectively manage the situation;
- The underlying function of the behaviour;
- Physical intervention is not expected from staff members if they feel their own personal safety would be jeopardised or they are not comfortable using such strategies.

Physical intervention is not to be used as a response to:
- Property destruction;
- School disruption;
- Refusal to comply with instructions / rules;
- 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 and submitted to the relevant Deputy Principal/Principal:
- Incident report in OneSchool
- Health and Safety incident record (available from administration / for completion when there is an injury for the MyHR WHS system);
- Debriefing report (for student and staff to be completed by relevant staff member (not one directly involved in incident)).

Any physical intervention should only be used as a last resort in a critical situation.

6. Consequences for unacceptable behaviour
Morayfield State High School makes systematic efforts to prevent problem student behaviour by establishing rules and maintaining classroom rules and procedures on an ongoing basis. When unacceptable behaviour occurs, students experience consequences appropriate for their behaviours. 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 based on the behaviour guidelines extensively negotiated with staff.

- Minor problem behaviour is handled by staff members at the time it happens;
- The majority of minor behaviours require application of the ESCM or corrective strategies employed by the teacher or require some intervention by HoD/YLC;
- Major problem behaviour is referred directly to the HoD or the school Administration team.

**Minor behaviours are those that:**
- Are minor breaches of the school rules / student code of conduct;
- 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 significant way;
- Are not part of a pattern of problem behaviours; and
- Do not require involvement of the school Administration team.

**Example Minor Behaviours:** This is not an exhaustive list.

- Lack of equipment;
- Verbal disruption (eg talking, constant silly / annoying sounds);
- Not doing homework;
- Incorrect uniform (see Uniform Policy);
- Minor inappropriate language used in frustration (not directed at a person);
- Lateness;
- Chewing gum or eating in class;
- Phone, audio or other electronic equipment in class (see Electronic Devices Policy);
- Using a BYOx device for non-learning purposes while in the classroom;
- Riding bikes in the school grounds;
- Littering;
- Insolence – answering back / disrespect;
- Being in out of bounds areas.

Minor problem behaviours are to be addressed by staff using classroom/student management strategies (including ESCM). This may result in the following consequences:

- Minor consequence logically connected to the problem behaviour, such as 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 (co-ordinated and implemented by the staff member managing the student at the time of the behaviour).
- Re-direction procedure. The staff member takes the student aside and:
  1. names the behaviour that student is displaying;
  2. asks student to convey the expected school behaviour;
  3. states and explains expected school behaviour if necessary;
  4. gives positive verbal acknowledgement for expected school behaviour.
**Buddy Process**

It is an expectation that teachers implement clear classroom expectations and use the negotiated [Behaviour Guidelines](#) to inform their responses to student behaviour. Teachers are also required to provide a [Buddy Support Timetable](#) to their Curriculum HoDs at the beginning of each semester.

Teachers may use a range of strategies (ESCM) in an attempt to modify inappropriate classroom behaviours ie non-verbal cues, selective attending, redirections, pause in talk, give choice/warning, etc.

The Buddy System is a critical component of classroom level learning engagement support at Morayfield State High School. It involves students being removed from their classroom and placed in a Buddy classroom until the completion of the lesson. At the end of the lesson, or at another negotiated time prior to the next lesson for that subject, the student will discuss their inappropriate behaviour with the staff member and determine a plan to move forward.

Repeated buddying incidents results in progressing through the [Buddy Intervention Sequence](#) consequently receiving an ‘extended buddy’ (a HoD controlled buddy) and eventually further consequences determined by the Deputy Principal (eg before/after school detentions, suspension). Teachers will track the progress of students through the Buddy Intervention Sequence on One School or may choose to use the [Buddy Tracking Sheet](#) if they require on hand off line records.

Curriculum HoDs provide support to teachers of students who are not responding to strategies implemented at the classroom level. HoDs are responsible for facilitating departmental behaviour management strategies e.g. monitoring the teacher use of ‘extended buddy’, after school and lunchtime detentions, parental contact and seeking assistance from the Student Services HoD, Regional Behaviour Support Officer and if necessary a Deputy Principal.

This buddy system is supported by:
- Teachers implementation of ESCM;
- A school wide commitment to Classroom Profiling (and associated Professional Development);
- Regular data analysis by DP and HoD Student Services to identify students who require targeted or intensive behaviour support;
- Implementation of a Student Support Centre with a focus on intensive and targeted student behaviour support.

**Major behaviours** are those that:
- Significantly violate the rights of others;
- Put others / self at risk of harm;
- Are ongoing, repeated offences;
- Damage the reputation and good management of the school;
- Require the involvement of school Administration; and / or
- Are illegal.

**Example Major Behaviours**: This is not an exhaustive list.
- Repeated refusal to follow directions;
- Wilful defiance;
- Vandalism;
- Harassment, bullying, cyber-bullying or other inappropriate online behaviour;
- Verbal abuse of staff members or other students;
• Leaving class without permission;
• Water / food fights;
• Breach of ICT agreement;
• Persistent non-compliance with school policy;
• Repeat truancy;
• Substance misconduct involving tobacco;
• Liaising with others outside the school population whilst at school;
• Breach of the Workplace Health and Safety Policy;
• Fighting or other physical misconduct;
• Stealing or other illegal conduct;
• Refusal to give name or giving the wrong name;
• Audio or video recording of another student or member of staff;
• Posting content to social media sites that brings the school into disrepute;
• Inappropriate interactions with a member of the public whilst identifiable as a Morayfield State High School student;
• Any sexually explicit act;
• Damage to a BYOx device caused by careless / reckless behaviour;
• Projectiles;
• Misuse of personal / school electronic devices;
• Illicit substances;
• Possession and/or use of knives or weapons.

Major behaviours result in an immediate referral to and involvement of HoD or the Administration team because of their seriousness.

Major problem behaviours may result in the following consequences:
• Removal to the Student Support Centre, lunch detentions, before/after school detentions, community service, alternative lunchtime activities, loss of privilege, Discipline Improvement Plan, Internal Retrieval, restitution, warning regarding future consequence for repeated offence, cyber-bullying postcard; and / or
• Parent contact, referral to Guidance Officer or other school support staff, referral to Regional Student Management Team, suspension from school, cancellation of enrolment, restorative practices; and / or
• The principal can suspend the student with a proposal to exclude if they engage in very serious problem behaviours such as major violent physical assaults, use or supply of weapons (including knives) or drugs, life threatening actions, ongoing repeated offences or serious cyber / digital infringements. A recommendation to exclude may be made if student conduct is so serious that suspension of the student is inadequate to deal with the behaviour.

In keeping with the philosophy of ‘Every Day Counts’, suspensions (student disciplinary absences) are only to be used after consideration has been given to consequences which would not remove the student from the school learning environment.

Administrators (Deputy Principals and Principal) respond to levels of inappropriate behaviour from students. Inappropriate behaviours resulting in the involvement of the Deputy Principals include:
• Misconduct – verbal or non-verbal; physical; property; and substance;
• Distribution of inappropriate messages or images, particularly where school staff or students are identified or Morayfield State High School is in some way implicated;
- Unacceptable behaviour in person, written or in electronic forms e.g. racism, sharing inappropriate material, reference to or use of weapons, vilification, insinuation or threat;
- Disruptive behaviour;
- Refusal to participate in the program of instruction;
- Absences;
- Conduct prejudicial to the good order and management of the school;
- Conduct prejudicial to the good reputation of the school; and cyber bullying.

**Behaviour Outside of School**

Students while out in the community, typically on their way to or from school, or at any other time when in school uniform or otherwise identifiable as a Morayfield State High School student by their clothing, conduct or association, are to abide by the school behavioural expectations. Student behaviour that affects the reputation or good order and management of the school is addressed by this Responsible Behaviour Plan for Students. Reports of behaviours outside of school result in an immediate referral to, and involvement of, the Administration team. Major behaviours will be subject to the same potential consequences regardless of where they were conducted. Consequences could include detention, parent contact, loss of privilege, suspension, and recommendation to exclude.

**Harassment, Bullying and Cyber-Bullying**

See Harassment, Bullying and Cyber-bullying policy.

**The Student Support Services Centre**

The Student Services Centre is a centre that provides support and guidance to students who are having difficulties managing their own behaviour for a variety of reasons. The focus of the support provided in the Student Services Centre is to enable students to better understand their behaviour and how to moderate their performance in the classroom and in the school grounds. Inappropriate behaviours resulting in a student being referred to the Student Services Centre include (but are not limited to):

- Major physical contact with another student;
- Long term truancy problems or school refusal;
- Major / long term bullying (perpetrator or victim);
- Smoking;
- Theft;
- Non-compliance with the Buddy System;
- Misuse of personal / school electronic devices; and
- Persistent Dress Code infringements.
7. Network of student support

Students at Morayfield State High School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers
- Support Staff
- Heads of Department / Deputy Principal
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- P & C Association
- Senior Guidance Officer
- School Chaplain
- School Based Youth Health Nurse
- Youth Support Co-ordinator
- Special Education Program (HOSES)
- Indigenous Education Co-ordinator
- Vocational Education Teacher Aide
- Year Level Co-ordinators
- Community Engagement Consultant
- Indigenous / Pacific Islander Elders
- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- School Based Police Officer
- Moreton Bay Regional Council
- Intercept – Youth and Family Services
- Crisis Care
- Juvenile Justice
8. 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.

Morayfield 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, 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.

9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- 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

10. Related policies

- Safe, Supportive and Disciplined School Environment
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Interviews with Students, and Police Searches at State Educational Institutions
- Acceptable Use of the Department’s Information, Communication and Technology (ICT) Network and Systems
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Temporary Removal of Student Property by School Staff
11. Some related resources

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

Endorsement

__________________________  ____________________________  ____________________________
Janelle Amos               Stephen Sly                  Tracy Corsbie
Principal                  P&C President               Regional Director

Date effective:

from ........................................... to ............31 December 2017
List of Appendices

- House Cup procedures (pp. 15-16)
- External Suspension Process (pp. 17-20)
- Internal Retrieval Process (p. 21)
- Buddy Room Policy and Process (Version 12) (pp. 24-29)
- Student Behaviour Expectations (p. 30)
- Chain of Student Support at Morayfield State High School (p. 31)
**House Cup Procedures** - from Nov 2014

1. Students will be awarded points towards their House for a number of reasons in a number of situations (outlined below). These points will be awarded regularly and celebrated on assemblies with running tallies updated on a regular basis. House branding and logos will reinforce the House Spirit of the school and House Captains will hold House Assemblies to instill House Spirit and prepare for regular competitions.

2. The SRC Welfare Committee has identified three school-wide competitions, run at lunchtimes, during the school year. These will be outside of the ‘traditional’ three (ie athletics, cross country and swimming carnivals). These competitions will contribute to the House points tally.

3. Students who receive As for interim or end of semester reports for effort will earn points for their House, as will students achieving ‘Gold’ or ‘Platinum’ status cards for ‘Summit Club’ Rewards. This will reinforce positive behaviour as well as celebrate those students who put in a great effort in their classes. These figures are easily collated through One School at reporting periods and summarised by Deputy Principals.

4. Students who achieve 95% attendance or greater in a Semester will also earn points for their House. NOTE: this will also include students who have had their attendance explained by notes from parents.

5. Students presenting in ‘perfect uniform’ for a whole term will earn points for their House – those who never require a uniform slip. Points for uniform will be collated and summarised by Year Level Coordinators.

6. To improve participation rates in sport, students who participate in interschool sport or represent the school in cultural endeavours will also be gaining points for their House. Increased participation is also part of improving House Spirit and through this School Spirit. Students participating in sport will be collated and summarised by the Sports Coordinators, and cultural students collated and summarised by the HoD Arts in consultation with the coordinators for the subjects.

7. Students will regularly update point tallies on assemblies and positively discuss opportunities for earning more points.
**House Points list for 2015**

<table>
<thead>
<tr>
<th>Event</th>
<th>Points</th>
<th>Responsible Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletics Carnival</td>
<td>As per existing protocols</td>
<td>HPE staff</td>
</tr>
<tr>
<td>Swimming Carnival</td>
<td>As per existing protocols</td>
<td>HPE staff</td>
</tr>
<tr>
<td>Cross Country Carnival</td>
<td>As per existing protocols</td>
<td>HPE staff</td>
</tr>
<tr>
<td>'A's for effort on report cards</td>
<td>2 points for each A for effort – interim and semester</td>
<td>Deputy Principals</td>
</tr>
<tr>
<td>Attendance – 95%+</td>
<td>5 points</td>
<td>Attendance Officer</td>
</tr>
<tr>
<td>Including explained and approved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Joining interschool sport</td>
<td>1 point</td>
<td>Sports Coordinator</td>
</tr>
<tr>
<td>MVP for the week</td>
<td>1 point</td>
<td>Sports Coordinator</td>
</tr>
<tr>
<td>Cultural events (Art Camp, musical, etc)</td>
<td>1 point</td>
<td>Arts HoD and staff</td>
</tr>
<tr>
<td>Attaining Aim High levels (75/150 stamps)</td>
<td>10 points</td>
<td>Year Level Coordinators</td>
</tr>
<tr>
<td>Uniform – perfect for term</td>
<td>5 points</td>
<td>Year Level Coordinators</td>
</tr>
<tr>
<td>Participation in Welfare Committee...</td>
<td>1 point</td>
<td>Welfare Committee Rep (SRC)</td>
</tr>
<tr>
<td>Participation in organizing and working as part of Fundraising Events</td>
<td>1 point</td>
<td>Fundraising Committee Rep (SRC)</td>
</tr>
<tr>
<td>Participation in lunchtime sports comp</td>
<td>1 point</td>
<td>House Captains</td>
</tr>
<tr>
<td>Other events (Robotics, Debating, etc)</td>
<td>1 point</td>
<td>Coordinator of event to give list to Student Leadership Chair</td>
</tr>
</tbody>
</table>
# External Suspension Process

Student is suspended.  
Student is issued a ‘Notification of External Suspension’ letter (attached) and a Literacy/Numeracy pack.  
Parent contacted by phone to advise.  
If parent able to pick up, student stays in office and waits for collection.  
If unable to pick up, student attends Student Services Centre and works on LN pack.

- Deputy Principal completes paperwork, including SDA information, all relevant information pertinent to making decision (statements, records from attendance, behaviour records, etc) for student file.  
- Suspension letters signed by Principal and mailed out.  
- Enrolment Officer puts message on Staff Notices as FYI.

## 1-10 days (short)
- DP sends out email through ID Attend, notifying teachers of suspension and contact details for sending work.  
- Teachers provide work to student via the method indicated in ID Attend email (Cc DP if providing work to student by email).  
- Student Services Centre contacts student mid-suspension for progress on work and to arrange more work if needed.  
- Book in details for re-entry interview as documented on suspension letter.

## 11-20 days (long)
- DP sends out email through ID Attend, notifying teachers of suspension.  
- DP creates template for alternative program to undertake while on suspension and notifies student’s teachers to provide details (attached).  
- Teachers provide work to student either hard copy or email (Cc DP if providing work to student by email).  
- Student Services Centre contacts student mid-suspension for progress on work and to arrange more work if needed.  
- Book in details for re-entry interview as documented on suspension letter.

## Recommendation to Exclude
- Initial process as per 11-20 day suspension.  
- DP to discuss option with Principal.  
- Teachers provide work to student either hard copy or email (Cc DP if providing work to student by email).  
- Principal decides to exclude student or student returns following the length of suspension originally indicated.  
- If student is excluded, SGO works with other Principals to find a new school placement. Parent or student has no input into which school is chosen.  
- Book in details for re-entry interview as documented on suspension letter.

## Re-entry process
- Parent and student interview with DP and other staff if appropriate (HOSES, HOD SSC, GO, etc).  
- ‘Post Suspension Interview Record’ completed and signed by all parties outlining any specific behaviour conditions (attached).  
- Referrals made to support staff or external agencies if appropriate (GO, SBYHN, QldLink, SSC, etc).  
- Documentation placed on OneSchool and in student’s file.  
- Student returns to timetabled lessons unless an alternate program has been arranged.  
- Classroom Teachers, YLC, and Leadership Team emailed a copy of the PSIR.
Notification of External Suspension

Student Name: _____________________________________________________________

Period of Suspension: _____________________________________________________

Date of Return: ___________________________________________________________

- You have been suspended from Morayfield State High School for the period shown above.

- You will receive an official letter stating the reasons for your suspension.

- Before you may return to class, you must attend a re-entry interview. This may include your Deputy Principal, a Parent/Caregiver, yourself and other relevant staff members. Please ask your Parent/Caregiver/s to make an appointment for this meeting with your Deputy Principal by telephoning the office on 5428 5555.

- During your period of suspension you must not enter the school grounds.

- You will be provided with work to complete while on suspension but you should also attempt to complete assignments and to engage in constructive activities.

- When you return from suspension your behaviour and performance will be monitored by your Deputy Principal.

______________________________    ____________________________
Pete Keen         Date
Deputy Principal
11-20 Day Alternative Program

This program is in place for students who are currently undertaking a 11-20 day School Disciplinary Absence. This has been agreed to in consultation with the Head of Year and teachers. Should you have any questions, please contact the appropriate teacher or email.

Name of Student: ___________________________________________
Year: __________________________________________
Deputy Principal: ________________________________ Contact: _________________________
Case manager: ____________________________  Contact: _________________________
Date of Suspension: ___________________________ Date of Return: _________________________
Duration: ________________________________________

<table>
<thead>
<tr>
<th>Subject</th>
<th>Teacher</th>
<th>Teacher email address</th>
<th>Details of work to complete (ie word length, questions altered, assessment conditions altered to suit type of program, etc)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maths</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Incident Support</td>
<td>Support Person</td>
<td>Contact</td>
<td>Support Plan</td>
</tr>
</tbody>
</table>

Re-entry to school: At the re-entry to school, the student should provide all work completed for the subjects listed above. **Failure to do so may result in the student being withdrawn from classes until it is completed to a satisfactory standard.** If you have any queries, please contact the Head of Year listed above.

G:\Coredata\Common\Head of Year\Documents - Head of Year\Program for students on 11-20 day suspension.doc
Post Suspension Interview Record

Student: ___________________________ Date: ____________________
Form: __________________           Prior Suspensions: _________

PRESENT AT MEETING:
__________________________________________________________________________
__________________________________________________________________________

REASON FOR SUSPENSION:
__________________________________________________________________________
__________________________________________________________________________

REINTEGRATION BEHAVIOUR PLAN:
Monitoring Card for ___ weeks  Case Manager: ___________________________
  •                                                                                           
  •                                                                                           
  •                                                                                           
  •                                                                                           
  •                                                                                           

□ You are required to participate in a support program

POSSIBLE CONSEQUENCES FOR FAILURE TO ADHERE TO BEHAVIOUR PLAN:
□ MONITORING CARD  □ SUSPENSION
□ REVIEW OF TIMETABLE  □ RECOMMENDATION FOR EXCLUSION
□ MANDATORY STUDENT SUPPORT PROGRAM  □ REFERRAL TO ALTERNATE PROGRAM
□ REFERRAL TO STUDENT SUPPORT SERVICES  □ OTHER ____________________________

STUDENT: ___________________________
DEPUTY PRINCIPAL: ___________________________
PARENT/CAREGIVER: ___________________________
PRINCIPAL (IF APPLICABLE): ___________________________

CC: Student File, OneSchool, Classroom Teachers, Year Co-ordinator, Leadership Team.
Internal Retrieval at MSHS

This year Morayfield State High School has implemented an Internal Retrieval program for students in Junior Secondary. This program aims to keep students at school during times of suspension and allows Morayfield State High School Support Staff the opportunity to work with the students in a formalised context. Support staff will ensure the problem behaviour is addressed and appropriate strategies implemented to decrease the opportunity for the student to display these negative behaviours in the future.

How do students receive an Internal Retrieval?

Junior Secondary students found to have broken any of the behavioural policies or procedures outlined in the Morayfield State High School Responsible Behaviour Plan for Students will face an Internal Retrieval. The Deputy Principal responsible for that student has the discretion to utilise the Internal Retrieval process once each semester for a student. Should the Internal Retrieval process not be an option, or the student has previously accessed it within the school semester, the Deputy Principal may externally suspend the student from school.

How long is an Internal Retrieval?

The Internal Retrieval process is a 3 day process in which the student completes all of their schooling requirements within the Student Support Centre (A-Block). If a student is absent or falls sick during the Internal Retrieval, the expectation is that it will be completed before the student can return to class. Students on Internal Retrieval will have different break times to the remainder of the school population.

What work is completed during an Internal Retrieval?

Classroom teachers will ensure work is available for the student to complete during the Internal Retrieval, allowing the student an opportunity to stay up to date with their studies. The amount of work being completed will be checked each session by the Student Support Centre Staff and noted for administrative review at the time of re-entry into the classroom. If a student refuses to complete the assigned work, then they may face an external suspension for refusing to participate in the program of instruction.

What support is offered to a student on Internal Retrieval?

Students will be visited by support staff twice a day whilst in the Student Support Centre. These visits may consist of support staff working through the problem behaviour with the student and developing strategies to avoid it occurring in the future; helping students with their assigned work; discussing students behaviour, attendance or academic data and developing strategies for improvement; working through any social-emotional issues the student may be experiencing; or simply a general check-in to see how the student is travelling. The initial visits by support staff will be targeted at establishing any further required support or
organising mediations with other students or teachers within the school. The focus of these visits is around restorative practice and making sure students are supported to manage their behaviour into the future.
Notification of Internal Retrieval in the Student Support Centre

Student Name: ____________________________________________

Form Class: __________________________

Dates: ______________________________

Reason for Internal Retrieval

- ???.

- This behaviour is not acceptable and we believe some intervention by our student welfare team is needed at this time.

- You have been retrieved from normal classes at Morayfield State High School for 3 consecutive school days. For that period you are to report to the Student Support Centre at 8.45am each morning. You will be dismissed at 2:55pm each day.

- Before you return to class, you must attend a re-entry meeting. This meeting will include a member of our Student Support Centre, a Parent/Caregiver, yourself and other relevant staff members. Please ask your Parent/Caregiver(s) to call 5428 5555 to make an appointment for this meeting.

- While on Internal Retrieval you should attempt to complete all assignments, to keep up to date with your learning and to engage in constructive activities. Work will be provided by your regular teachers. You are to bring all necessary materials and books to school.

- When you return to normal classes from Internal Retrieval your behaviour and performance will be monitored through your Head of Year.

____________________________________   ________________
Peter Keen       Brendan Macaulay
Deputy Principal      Head of Department – Student Services
Tier I: Low Level Behaviour

- Off task – talking, persistent turning around
- Inappropriate use of equipment
- Failing to bring equipment
- Lateness to class
- Inappropriate electronic device usage (see policy in diary)
- Minor disruption to the learning of others
- Reluctance to work (vs refusal to work)
- Whistling/noises made in class
- Touching other people’s equipment
- Note writing/passing
- Swinging on chairs
- Not completing homework
- Refusal to follow instruction
- Food/gum in class
- Low level bullying/harassment

Teacher Managed

ESCME

REPOSITION IN CLASS

BUDDY 1
(Re-entry conversation at negotiated time)

BUDDY 2
(One School & parent contact; re-entry conversation at negotiated time)

BUDDY 3
(One School & parent contact; & refer to HOD)

Tier II: Medium Level Behaviour

- Persistent and consistent off task behaviour
- Persistent and consistent inappropriate use of electronic device
- Persistent on-going disruption to the learning of others
- Swearing in class (not directed at staff)
- Refusal to do work (vs reluctance to complete work)
- Continual inappropriate usage of equipment
- Repeated refusal to follow instruction
- Medium level bullying/harassment

HOD Managed

REVIEW REFERRAL SLIPS
(in consultation with relevant DP)

EXTENDED BUDDY (up to 3 lessons)
(One School & parent contact)

REENTRY MEETING
(HOD, teacher, student, complete plan & identify review date if required)

REFER TO BEHAVIOUR CONSULTANT
(conduct behaviour risk assessment)

Essential Skills Coaching Tier II Support

SUPPORT REVIEW

2 Week Period
<table>
<thead>
<tr>
<th>Tier III: High Level Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Swearing in class (directed at staff)</td>
</tr>
<tr>
<td>• Abusive behaviour</td>
</tr>
<tr>
<td>• Violent behaviour</td>
</tr>
<tr>
<td>• Suspected substance abuse</td>
</tr>
<tr>
<td>• Dangerous behaviour</td>
</tr>
<tr>
<td>• High level bullying/harassment</td>
</tr>
</tbody>
</table>

| **HOD STUDENT SUPPORT or ADMINISTRATION** |
| **MANAGED** |

**TIER III STUDENT SUPPORT PROCESSES**

**Student Support Services**

Students that have received universal Tier 1 and unsuccessful Tier 2 supports and who are seen to require further intervention (collaborative decision between case manager, admin & class teacher) will be referred on to **Student Support Services for Tier 3 intervention supports.**

The case manager attends the Student Support Services meeting to present the case and a plan for intensive support is developed.
BUDDY REFERRAL SLIP
Morayfield State High School

STUDENT: ____________________________________________ DATE: / / or from / / to / /
(extended buddy)

REFERRING TEACHER: ____________________________ TIME LEFT: ________________

BUDDY TEACHER: ________________________________ BUDDY CLASSROOM: __________ ARRIVAL TIME: ________________

TEACHER ACTIONS (tick the steps you have taken):

☐ ESCM
☐ Reposition in class
☐ Re-entry Conversation (Buddy 1)
☐ One School Entry, Parent Contact and Re-entry Conversation (Buddy 2)
☐ One School and Refer to HOD (Buddy 3)

Comments:___________________________________________________________________________________________________________________________________
____________________________________________________________________________________________________________________________________________
____________________________________________________________________________________________________________________________________________
____________________________________________________________________________________________________________________________________________
____________________________________________________________________________________________________________________________________________

BUDDY TEACHER: ____________________________________________

SIGNATURE: ____________________________________________________

Students must return to their class teacher 5 minutes before the end of this lesson with this slip or at a negotiated time before the next classroom lesson.
<table>
<thead>
<tr>
<th>HOD REFERRAL REVIEW :</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ 1st</td>
</tr>
<tr>
<td>□ 2nd</td>
</tr>
<tr>
<td>□ 3rd</td>
</tr>
<tr>
<td>□ BUDDY</td>
</tr>
<tr>
<td>□ Parent Contact Made</td>
</tr>
<tr>
<td>□ One School Entry</td>
</tr>
<tr>
<td>□ Formalised Re-entry Document</td>
</tr>
<tr>
<td>□ Extended Buddy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OUTCOME (HOD USE ONLY):</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Teacher to manage</td>
</tr>
<tr>
<td>□ Extended Buddy + HOD to Facilitate Re-entry Conversation</td>
</tr>
<tr>
<td>□ Referral to Behaviour Support</td>
</tr>
</tbody>
</table>

**HOD Notes:**
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Responsible Behaviour Plan Morayfield State High School 2015.doc
# Classroom Re-entry Plan

(Completed during the re-entry meeting with the HoD, classroom teacher and student)

<table>
<thead>
<tr>
<th>Behaviours Of Concern</th>
<th>Triggers To Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Strategy</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>(The behaviour we want to see instead)</td>
<td>(What we will do when student demonstrates the behaviour we want to see)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Review Date:</th>
<th>Signed: (HoD)</th>
<th>(Teacher)</th>
<th>(Student)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Three copies – HoD (original), Teacher, Student
<table>
<thead>
<tr>
<th>Teacher's Name:</th>
<th>BUDDY SUPPORT TIMETABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>PERIOD 1</td>
<td></td>
</tr>
<tr>
<td>BUDDY TEACHER</td>
<td></td>
</tr>
<tr>
<td>BUDDY ROOM</td>
<td></td>
</tr>
<tr>
<td>FIRST BREAK</td>
<td></td>
</tr>
<tr>
<td>PERIOD 2</td>
<td></td>
</tr>
<tr>
<td>BUDDY TEACHER</td>
<td></td>
</tr>
<tr>
<td>BUDDY ROOM</td>
<td></td>
</tr>
<tr>
<td>PERIOD 3</td>
<td></td>
</tr>
<tr>
<td>BUDDY TEACHER</td>
<td></td>
</tr>
<tr>
<td>BUDDY ROOM</td>
<td></td>
</tr>
<tr>
<td>SECOND BREAK</td>
<td></td>
</tr>
<tr>
<td>PERIOD 4</td>
<td></td>
</tr>
<tr>
<td>BUDDY TEACHER</td>
<td></td>
</tr>
<tr>
<td>BUDDY ROOM</td>
<td></td>
</tr>
</tbody>
</table>
## MORAYFIELD STATE HIGH SCHOOL

### STUDENT BEHAVIOUR EXPECTATIONS

| Rule | All Settings | Classroom | Library | Assemblies | Canteen | Off Site Activities | Break Periods | Amenities (Toilets) | Transitions |
|------|--------------|-----------|---------|------------|---------|-------------------|               |                   |            |
| BE RESPECTFUL | ✓ Correctly wear full school uniform | ✓ Remove hats | ✓ Ask library staff politely for assistance | ✓ Applaud appropriately | ✓ Represent the school with pride | ✓ Encourage fair play | ✓ Have one person per cubicle | ✓ Follow safe travel and transport procedures | ✓ On school, stay at school |
| | ✓ Be mindful and considerate of others | ✓ Speak politely | ✓ Share resources | ✓ Listen attentively | ✓ Respect community members and their property | ✓ Be tolerant | ✓ Respect others right to privacy | ✓ Respect school and public property | ✓ Arrive on time |
| | ✓ Hands off policy | ✓ Be considerate of others | ✓ Work quietly | ✓ Remove hats before entering | ✓ Use appropriate language | ✓ Use appropriate manners | ✓ Speak politely to everyone | ✓ Move to class on the bell | ✓ Move to class on the bell |
| | ✓ Remove headphones | ✓ Follow directions | ✓ Participate in singing the national anthem | ✓ Participate in singing the national anthem | ✓ Use school facilities in an appropriate manner | ✓ Wear correct footwear | ✓ Access lockers in an orderly manner | ✓ | |
| | ✓ Be on time and on task at all times | ✓ Listen when the teacher is teaching | ✓ Use good manners | ✓ Wait patiently and keep hands to yourself | ✓ Be safe in all areas | ✓ Maintain a clean environment | ✓ | ✓ | |
| BE RESPONSIBLE | ✓ Maintain a safe environment | ✓ Honour internet agreement | ✓ Correctly wear formal uniform | ✓ Line up in an orderly fashion | ✓ Return consent forms/money by required date | ✓ Be in all areas | ✓ | ✓ | |
| | ✓ Use resources appropriately | ✓ Use resources appropriately | ✓ Sit in designated areas | ✓ Leave bags at exit | ✓ Be sun safe - wear a hat and sunscreen | ✓ Place all rubbish in the provided bins | ✓ | ✓ | |
| | ✓ Look after people and property and report issues | ✓ Complete all assessment and homework on time | ✓ Return resources by due date | ✓ Wear your hat when on oval or courts | ✓ Wear correct footwear | ✓ Follow out of bound rules | ✓ | ✓ | |
| | ✓ Be a positive role model for other students | ✓ Participate fully in all lessons | ✓ Follow library procedures | ✓ Ensure you are well prepared for the activities | ✓ Report unsafe behaviour | ✓ | | | |
| | ✓ Have your student diary with you at all times | | | | | | | | |
| BE COOPERATIVE | ✓ Follow directions given | ✓ Put hand up to speak | ✓ Leave bags and hats in racks prior to entry | ✓ Be ready with order and money | ✓ Assist peers to ensure school grounds are clean and tidy | ✓ Report smoking and damage | ✓ | ✓ | |
| | ✓ Work in a cooperative manner with all students and staff | ✓ Leave classroom tidy | ✓ Follow entry and exit signs | ✓ Be actively involved in the activity | ✓ Follow directions given by all staff | ✓ Use facilities appropriately | ✓ | | |
| | ✓ Give your best effort at all times | ✓ Wait for teacher directions before entry and exit | ✓ Follow entry and exit signs | ✓ Abide by conditions of venue/facility | ✓ | | ✓ | | |
| | | ✓ Turn off and put away all electronic devices | ✓ Place bags and hats in racks prior to entry | ✓ | | | | | |
Chain of Student Support at Morayfield State High School

Level 1 - Classroom Teacher
- ESCM
- Restorative Practice
- Buddy System
- Curriculum Differentiation
- Modified Assessment
- AIM HIGH
- Mediation

Level 2 – Year Level Coordinator/HoD
- Regular check-ins with student
- Student welfare checks
- Referral to internal intervention programs
- Parental contact
- Detentions (non-compliance with school routines and procedures)
- Monitoring of attendance
- Academic Review
- Mediation
- Referral to School Behaviour Specialist

Level 3 – Deputy Principal
- Case Management
- IBSP’s
- Behaviour Monitoring Card
- Referral to internal/external intervention program
- Internal Retrievals (Yrs 7-10 students)
- Suspensions
- Re-entry contracts
- QLD Link Referral
- Monitoring of attendance
- Academic Review

Level 4 – Head of Department (Student Support) / GO
- Individual Case Management
- Flexible Arrangements
- Alternate Timetables
- Referrals to external support agencies
- Referral to external education providers
- Counselling/Mentoring
- Transitioning students
- Development and implementation of coping strategies

Level 5 – External Program/Possible Exclusion
- Removal of support at a school level (SSC)
- Referral to an external agency/flexi school
- Referral to Regional Behaviour support
- Long Term Suspension
- Cancellation of enrolment
- Possible Exclusion