



# Mansfield State School

174 Ham Rd Mansfield QLD 4122

Phone: 07 3421 3888

Fax: 07 3421 3800

Email: [info@mansfielss.eq.edu.au](mailto:info@mansfielss.eq.edu.au)

Web: [www.mansfielss.eq.edu.au](http://www.mansfielss.eq.edu.au)

## Responsible Behaviour Plan for Students



The Code of  
**School  
Behaviour**  
Better Behaviour  
Better Learning

### 1. Purpose

Mansfield 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 supportive of their lifelong wellbeing.

This 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.

### 2. Consultation and data review

Mansfield State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken during 2016 and involved community forums and staff consultations. A review of the school data relating to absenteeism, school disciplinary absences, behaviour incidents including bullying and cyberbullying. Other inappropriate online behaviour including inappropriate use of mobile phones or other electronic devices is ongoing and data informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director, and will be reviewed according to Departmental Guidelines.

### 3. Learning and behaviour statement

All areas of Mansfield State School are learning and teaching environments. We consider the Responsible Behaviour Plan to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, responding to inappropriate and unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Mansfield 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 school rules to teach and promote our high standards of responsible behaviour:

- **Be safe**
- **Be respectful**
- **Be a learner**

These three focus areas link in with the Values and Virtues. Our school rules 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

- **Universal behaviour support**

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Mansfield State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students designed to prevent inappropriate behaviour and provide a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our three school rules. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

<b>SCHOOLWIDE EXPECTATIONS TEACHING MATRIX</b>						
	<b>ALL AREAS</b>	<b>CLASSROOM</b>	<b>PLAYGROUND</b>	<b>STAIRWELL</b>	<b>TOILETS</b>	<b>BUS LINES/BIKE RACKS</b>
<b>BE SAFE</b>	<ul style="list-style-type: none"> <li>▪ Use equipment appropriately</li> <li>▪ Keep hands, feet and objects to yourself</li> </ul>	<ul style="list-style-type: none"> <li>▪ Walk</li> <li>▪ Sit still</li> <li>▪ Enter and exit room in an orderly manner</li> </ul>	<ul style="list-style-type: none"> <li>▪ Participate in school approved games</li> <li>▪ Wear shoes and socks at all times</li> <li>▪ Be sun safe; wear a broad brimmed hat</li> </ul>	<ul style="list-style-type: none"> <li>▪ Rails are for hands</li> <li>▪ Walk one step at a time</li> <li>▪ Carry items</li> <li>▪ Keep passageways clear at all times</li> </ul>	<ul style="list-style-type: none"> <li>▪ Wash hands</li> <li>▪ Walk</li> <li>▪ No play or food in the toilets</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use own bike/scooter only</li> <li>▪ Walk bike/scooter to the gate</li> <li>▪ Wait inside the gate until the bus stops</li> </ul>
<b>Be A Learner</b>	<ul style="list-style-type: none"> <li>▪ Ask permission to leave the classroom</li> <li>▪ Be on time</li> <li>▪ Be in the right place at the right time</li> <li>▪ Follow instructions straight away</li> </ul>	<ul style="list-style-type: none"> <li>▪ Be prepared</li> <li>▪ Complete set tasks</li> <li>▪ Take an active role in classroom activities</li> <li>▪ Keep work space tidy</li> <li>▪ Be honest</li> </ul>	<ul style="list-style-type: none"> <li>▪ Be a problem solver</li> <li>▪ Return equipment to appropriate place at the sports bell</li> </ul>	<ul style="list-style-type: none"> <li>▪ Move peacefully in single file</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use toilets during breaks</li> </ul>	<ul style="list-style-type: none"> <li>▪ Leave school promptly</li> </ul>
<b>BE RESPECTFUL</b>	<ul style="list-style-type: none"> <li>▪ Respect others' personal space and property</li> <li>▪ Care for equipment</li> <li>▪ Clean up after yourself</li> <li>▪ Use polite language</li> <li>▪ Wait your turn</li> </ul>	<ul style="list-style-type: none"> <li>▪ Raise your hand to speak</li> <li>▪ Respect others' right to learn</li> <li>▪ Talk in turns</li> <li>▪ Be a good listener</li> </ul>	<ul style="list-style-type: none"> <li>▪ Play fairly – take turns, invite others to join in and follow rules</li> <li>▪ Care for the environment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Walk quietly and orderly so that others are not disturbed</li> </ul>	<ul style="list-style-type: none"> <li>▪ Respect privacy of others</li> </ul>	<ul style="list-style-type: none"> <li>▪ Wait your turn</li> <li>▪ Keep your belongings nearby</li> <li>▪ Have your bus pass ready</li> </ul>

These expectations are communicated to students via a number of strategies, including:

- Lessons explicitly outlining our behaviour expectations conducted by classroom teachers.
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.

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

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations
- School Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices
- Expectations are visible around the school and other areas e.g. website
- Mansfield State School communication strategy to promote appropriate behaviour throughout the school.
- Mansfield State School's Responsible Behaviour Plan is delivered to new students as well as new and relief staff.
- Individual learning plan developed with students, parents and relevant specialists (Behaviour support is accessed through AVT) for students who demonstrate repeated inappropriate or unacceptable behaviour to provide a personal framework of positive behaviour expectations and actions and to enable staff to provide consistent strategies or adjustments across all learning environments.
- Significant behaviour issues will be addressed through Complex Case (OneSchool).
- Implementation of specific policies to address:
  - the use of personal property technology devices at school (Appendix 1) [Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)
  - procedures for preventing and responding to incidents of bullying (including cyberbullying and recording incidents for data collection) (Appendix 2)
  - procedures regarding the use or possession of weapons including knives and any other items that could be considered a weapon in school (Appendix 3).

### **Reinforcing expected school behaviour**

At Mansfield State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards. Staff need to 'model' appropriate behaviour to all students.

### **Zero Tolerance Towards Bullying**

At Mansfield State School we have zero tolerance towards any form of bullying. We actively promote a culture within our school community where bullying is not accepted and students are taught proactive strategies to use. These strategies are referred to as the "High 5" and involve the steps of:

1. Ignore,
2. Talk friendly,
3. Walk away,
4. Talk firmly, and
5. Report.

Mansfield State School also recognises the importance of promoting a culture where witnesses and bystanders are actively involved in using the "High 5" strategies to recognise and respond to bullying.

### **MANSFIELD STATE SCHOOL POSITIVE BEHAVIOUR PROGRAM**

Mansfield State School provides programs and initiatives to reinforce and acknowledge expected behaviours across the school. These include the Mansfield State school Values and Virtues program, student of the week awards, and the House Based Positive Notice program.

#### **Mansfield State School Values and Virtues Program**

The Values and Virtues Program is an initiative that empowers individuals to live by an agreed set of values. The focus Values and Virtues for this program are: Friendly & Kind, Caring & Courteous, Self-Control, Responsible & Honest, Cooperative & Collaborative, Motivated & Creative, Good Sport, Helpful & Compassionate, Resourceful, Trustworthy & Loyal, Thoughtful & Positive, Persistent & Patient, Determined & Self Disciplined, Curious, Focused, Courageous, Tolerant & Empathetic and Dependable.

#### **House Based Positive Notice Program**

Staff members hand out 'House Tokens' (according to House Colour of student) regularly to students they observe following school rules in both classroom and non-classroom areas and/or demonstrating

virtues and values. This reinforcement can occur continuously throughout the day. When they 'catch' a student following the rules they can choose to give them a House Token. When students are given a House Token, they drop the card in one of the designated collection points in the School administration block.

### **Student Class Awards**

Student awards, based on students demonstrating appropriate behaviours or effort are presented on assemblies and are recognised in the newsletter.

### **Responding to unacceptable behaviour**

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

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

When student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations.

Our preferred way of re-directing low-level problem behaviour is to ask them how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

#### **• Targeted behaviour support**

Each year a small number students at Mansfield State School are identified through our data as needing a little bit extra in the way of targeted behavioural support. In most cases the inappropriate or unacceptable behaviour 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.

School support is provided through the Mansfield State School SCAT (Inclusion Team) program.

Students whose behaviour does not improve after participation in the Inclusion Team process or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support through other agencies.

#### **• Intensive behaviour support**

Mansfield 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 may need comprehensive systems of support that require regular reviews in consultation with parents/ caregivers and other relevant specialist staff. The Inclusion Team provides:

- works with other staff members to develop appropriate behaviour expectations and strategies (this may also include developing a Discipline Improvement plan in consultation with student and parent).
- monitors the impact of support for individual students through continuous data collection
- provides consistent strategies and adjustments outlined within the Individual Learning Plan, and
- works with the Leadership Team to achieve continuity and consistency.

The Inclusion Team has a simple and quick referral system in place. Following referral, a team member 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 specialist behaviour services staff.

## 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 unacceptable behaviour. This consistency ensures that actions taken are responsive to the safety and well-being of students and staff.

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

**Severe unacceptable behaviour** is defined as behaviour of such intensity, frequency, or duration that the physical safety and well-being of the student or others is likely to be placed at serious risk.

### Immediate Strategies

- Avoid escalating the unacceptable 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 situation or incident, 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.

### Reinforcement and Correction Strategies

- 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 unacceptable behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

### Follow Up Strategies

- Restore normal school operations as soon as possible.
- Provide post incident opportunities that include:
  - Assisting any distressed student/s to access appropriate support, e.g. Guidance Officer.
  - Assisting the individual 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.
  - Recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.

### **Physical Intervention**

Staff may make legitimate the 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 Mansfield State School's staff demonstrate a duty of care to protect students and staff from foreseeable risks of injury. 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. In addition, specific school staff are trained in Non-Violent Crisis Intervention strategies and can be called upon to assist, if necessary.

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

It is important that all staff understand:

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

Physical intervention is not to be used as a response to:

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

Any physical intervention made must:

- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to reduce the risk of harm to self or others
- 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:

- School Incident Report (Appendix 5)
- Student Record of Incident (as per process for Natural Justice).

## **6. Consequences for unacceptable behaviour**

Mansfield State School makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When these behaviour incidents occur, it is important that consequences are predictable. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

An office referral form (Appendix 4) is used to record all minor and major problem behaviour. Behaviour incidents may also be recorded on OneSchool.

### **Minor and major behaviours**

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

- **Minor** behaviour incidents are handled by staff members at the time it happens
- **Major** behaviour incidents are referred directly to the school Administration team

**Minor** problem behaviours are those that:

- are minor breaches 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 inappropriate behaviours
- do not require involvement of specialist support staff or Administration.

**Minor** problem behaviours may result in the following consequences:

- a minor consequence logically connected to the inappropriate behaviour, such as complete 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.
- a re-direction process where a staff member takes the student aside and:
  1. names the behaviour that student is displaying
  2. asks student to name expected school behaviour
  3. states and explains expected school behaviour if necessary
  4. gives positive verbal acknowledgement for expected school behaviour.

**Major** behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration.

**Major** behaviours result in an immediate referral to school Administration because of their seriousness. When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. The staff member can issue Red Card Detention forms and advise Administration of this action or if the behaviours warrants immediate Administration involvement report of the student's behaviour is recorded on OneSchool.

Major unacceptable behaviours may result in the following consequences:

- **Level One:** Time out, detention (see Safe, Supportive and Disciplined School Environment procedure for guidelines), loss of privilege, restitution, warning regarding future consequence for repeated or persistent inappropriate behaviour.
- AND/OR
- **Level Two:** Parent contact, referral to Guidance Officer, referral to SCAT, referral for specialist behaviour services, suspension from school, behaviour improvement conditions.
  - **Level Three:** Students who engage in serious unacceptable behaviours such as major violent physical assault or the use/supply or possession of weapons (including knives) or drugs may receive a Behaviour Improvement Condition or a School Disciplinary Absence (suspension or proposal/recommendation for exclusion) as a consequence of unacceptable behaviour.

#### Definition of consequences\*

<b>Time out</b>	A principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down.  During time out, student is to be supervised and given an opportunity to rejoin class in intervals of no more than 10 minutes.
<b>Detention</b>	A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations.  A detention is no more than 20 minutes during school lunch or 30 minutes after school (parent will be contacted before after school detention is imposed).
<b>Temporary Removal of Property</b>	A principal or staff member of Mansfield State School has the power to temporarily remove property from a student, as per the procedure <a href="#">Temporary Removal of Student Property by School Staff</a> .

<b>School Disciplinary Absences (SDA)</b>	
<b>Suspension</b>	A principal may suspend a student from school under the following circumstances: <ul style="list-style-type: none"> <li>▪ disobedience by the student</li> <li>▪ misconduct by the student</li> <li>▪ other conduct that is prejudicial to the good order and management of the school.</li> </ul>
<b>Proposed exclusion or recommended exclusion</b>	A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons: <ul style="list-style-type: none"> <li>▪ disobedience</li> <li>▪ misconduct</li> </ul>

	<ul style="list-style-type: none"> <li>▪ other conduct that is prejudicial to the good order and management of the school, or</li> <li>▪ breach of Behaviour Improvement Conditions.</li> </ul>
--	---

\*Refer to departmental procedure [Safe, Supportive and Disciplined School Environment](#) for further details.  
The following table outlines examples of minor and major behaviour incidents\*

	Area	Minor	Major – Detention, Suspension and Exclusion
<b>Being Safe</b>	Movement around school	<ul style="list-style-type: none"> <li>▪ Running on concrete or around buildings</li> <li>▪ Running in stairwells</li> <li>▪ Not walking bike in school grounds</li> </ul>	<ul style="list-style-type: none"> <li>▪ Deliberate unsafe movement around the school</li> <li>▪ Movement around school which causes injuries to others</li> </ul>
	Play	<ul style="list-style-type: none"> <li>▪ Incorrect use of equipment</li> <li>▪ Not playing school approved games</li> <li>▪ Playing in toilets</li> </ul>	<ul style="list-style-type: none"> <li>▪ Throwing objects</li> <li>▪ Possession of weapons</li> <li>▪ Play which deliberately hurts another student/staff</li> </ul>
	Physical contact	<ul style="list-style-type: none"> <li>▪ Minor physical contact (eg: pushing and shoving)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Serious physical aggression</li> <li>▪ Fighting</li> </ul>
	Correct Attire	<ul style="list-style-type: none"> <li>▪ Not wearing a hat in playground</li> <li>▪ Not wearing shoes outside</li> </ul>	<ul style="list-style-type: none"> <li>▪ Deliberate wearing of inappropriate clothing</li> </ul>
	Other	<ul style="list-style-type: none"> <li>▪ Not adhering to before school 'Green Zone' expectations.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Possession or selling of drugs</li> <li>▪ Weapons including knives and any other items which could be considered a weapon being taken to school</li> <li>▪ Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</li> </ul>
<b>Being A Learner</b>	Class tasks	<ul style="list-style-type: none"> <li>▪ Not completing set tasks that are at an appropriate level</li> <li>▪ Refusing to work</li> </ul>	<ul style="list-style-type: none"> <li>▪ Persistent refusal to follow staff directions which leads to disruptive behaviour.</li> <li>▪ Persistent refusal to complete assigned tasks.</li> </ul>
	Being in the right place	<ul style="list-style-type: none"> <li>▪ Not being punctual (eg: lateness after breaks)</li> <li>▪ Not in the right place at the right time.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Leaving class without permission (out of sight)</li> <li>▪ Leaving school without permission</li> </ul>
	Follow instructions	<ul style="list-style-type: none"> <li>▪ Low intensity failure to respond to adult request</li> <li>▪ Non compliance</li> <li>▪ Unco-operative behaviour</li> </ul>	<ul style="list-style-type: none"> <li>▪ Persistent refusal to follow staff directions which leads to disruptive behaviour.</li> <li>▪ Persistent refusal to complete assigned tasks.</li> </ul>
	Accept outcomes for behaviour	<ul style="list-style-type: none"> <li>▪ Minor dishonesty</li> </ul>	<ul style="list-style-type: none"> <li>▪ Major dishonesty that impacts on others</li> <li>▪ Persistent dishonesty</li> </ul>
	Rubbish	<ul style="list-style-type: none"> <li>▪ Littering</li> </ul>	<ul style="list-style-type: none"> <li>▪ Deliberate acts of littering and refusal to follow staff directions.</li> </ul>
	Mobile Phone or personal technology devices	<ul style="list-style-type: none"> <li>▪ Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation</li> <li>▪ Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school.</li> </ul>

<b>Being Respectful</b>	Language	<ul style="list-style-type: none"> <li>▪ Inappropriate language (written/verbal)</li> <li>▪ Calling out</li> <li>▪ Poor attitude</li> <li>▪ Disrespectful tone</li> </ul>	<ul style="list-style-type: none"> <li>▪ Offensive language</li> <li>▪ Aggressive language</li> <li>▪ Verbal abuse / directed profanity</li> </ul>
	Property	<ul style="list-style-type: none"> <li>▪ Petty theft</li> <li>▪ Lack of care for the environment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Stealing / major theft</li> <li>▪ Wilful property damage</li> <li>▪ Vandalism</li> </ul>
	Others	<ul style="list-style-type: none"> <li>▪ Not playing fairly</li> <li>▪ Minor disruption to class</li> <li>▪ Minor defiance</li> <li>▪ Minor bullying</li> </ul>	<ul style="list-style-type: none"> <li>▪ Major bullying</li> <li>▪ Major disruption to class</li> <li>▪ Blatant disrespect</li> <li>▪ Major defiance</li> <li>▪ Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</li> </ul>

\*Please note that this is not an exhaustive list. Other behaviours will be dealt with as appropriate.

### **Relate inappropriate or unacceptable behaviour to expected school behaviours**

When responding to inappropriate or unacceptable behaviours, staff members ensure that students understand the relationship of the behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour,
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

Should an inappropriate or unacceptable behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

### **Ensuring consistent responses to inappropriate or unacceptable behaviour**

At Mansfield State School, staff members authorised to issue consequences for behaviour incidents are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to behaviour incidents across the school.

Students also receive training about how to respond when other students display inappropriate or unacceptable behaviour. The courteous way to respond when a staff member redirects a student's behaviour is taught and rehearsed to reduce the impact of peer engagement in the behaviour incident.

Student disciplinary absences (suspension and exclusion) may be considered:

- in the event of a serious, one-off behaviour incident or
- after consideration has been given to all other responses.

## **7. Network of student support**

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

- Parents
- Teachers
- Inclusion Team
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Positive Learning Centre Staff
- Senior Guidance Officer
- School Chaplain
- School Based Police Office

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 Centres

## **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.

Mansfield 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 information relevant to the students' age, gender, disability, cultural background, socioeconomic situation, mental health and wellbeing, emotional state (such as individualised learning plan or individual education plan), and
- 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
  - receive adjustments appropriate to their learning and/or impairment needs
  - provide written or verbal statements that will be taken into consideration in the decision making processes
  - ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.

## **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 and procedures**

- [Statement of expectations for a disciplined school environment policy](#)
- [Safe, Supportive and Disciplined School Environment](#)
- [Inclusive Education](#)
- [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 Officer 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**

\_\_\_\_\_  
Principal

\_\_\_\_\_  
P & C President or  
Chair, School Council

Date effective: from.....to.....