Milpera SHS

Responsible Behaviour Plan for Students
based on *The Code of School Behaviour*

1. Purpose

Milpera SHS 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.

Milpera State High School offers an intensive English language and settlement program to:

- prepare students for mainstream upper primary and high school,
- support students to settle and transition to a new culture and new educational systems.

It is in both these programs that we try to provide education that is accessible and relevant to students' developmental needs

The school operates on a model of continuous enrolment and planned exits throughout the school year so at any given time there are approximately 200 newly arrived students from over 25 countries speaking up to 45 languages. For the past 5 years, and it is predicted that the trend will continue, more than 70% of students are refugee young people from war torn countries. Many of these students have little or no experience of behavioural norms expected in classrooms and school communities.

Taking into account the diversity of cultural and pre-migration experience at Milpera, the school provides an environment for newly arrived immigrant and refugee students to learn new codes of behaviour while developing a sense of personal and social responsibility. Post Milpera, our students need to function in schools and communities that themselves are diverse and culturally different.

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

Milpera SHS consolidated this plan in collaboration with our school community. Consultation during 2012 included:

- Consultation with all staff at a school Behaviour Management Professional development workshop.
- Formation of focus group consisting of a range of people from the school community to provide input and response at different stages of development
- Input from the Harmony, Equity and Anti-racism (HEAR) committee
- Review of Student and Parent Satisfaction Surveys relating to behaviour in the school.

It has also involved a review of the following important data sets for this school relating to attendance, unexplained absences as well as behaviour incidents including bullying and cyber bullying. Other inappropriate online behaviour including inappropriate use of mobile phones or other electronic devices from 2009-2012 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director in November 2012, and will be reviewed in 2015 as required in legislation. It will be endorsed by the Milpera School Advisory Group in December 2012.

Learning and behaviour statement

Milpera recognises the unique needs of newly arrived refugee background and immigrant young people.

Every student at Milpera has the potential to participate positively and fully in our society provided they have access to culturally sensitive educational programs that afford them equal opportunity in a supportive environment. These programs need to be accessible in terms of English language and developmentally appropriate.

All behaviour is socially and culturally learnt.

Good settlement and afforded opportunity makes good future citizens. Unless students are settled well, real learning and English Language acquisition cannot take place.

All Milpera programs need to support the building of resilience for newly arrived traumatised students. In particular, the psychosocial assistance via the HEAL program, an integrated mental health service offering art and Music therapy, facilitates better learning through improved peace of mind.

It is the school's responsibility to explicitly teach our newly arrived and diverse population behavioural norms that are appropriate in the school and the wider community, and that these things are underpinned by their human rights and associate responsibilities.

Students need to learn how to manage their own behaviour so in these new environments so that they can learn culturally appropriate behaviour that
- Shows respect
- Keeps everyone safe
- Maintains a learning environment
- Looks after personal and school property

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*.

3. Processes for facilitating standards of positive behaviourand responding to unacceptable behaviour

Explicit teaching and learning about behavioural norms within the new culture and new society, is needed for all students. This needs to be in English and in first language as appropriate. It also takes into account that many students are unschooled and have been exposed to unacceptable levels of violence and atrocities of war, resulting in effects of trauma and the experience of grief and loss.

The school has a range of culturally inclusive and appropriate behaviour support strategies. A whole school approach shapes, supports and recognises appropriate behaviours in all students. Approximately 80% to 90% of students will have little or no difficulties. However about 10 to 15% of students may need additional support and timely intervention on some occasions. For a variety of reasons, some 2 to 5% of students may not respond to these early efforts and may need more intensive support and/or flexible learning options to assist them to continue their learning.

Universal Behaviour Support

The whole school culture is one of building trust, creating a safe place and nurturing young people in an environment in which they can connect and build relationships with significant others.

1. School behaviour expectations (see **Appendix 1**) are communicated to students and families on enrolment and with interpretation. Teachers also communicate and reinforce behavioural expectations by using them as a context for English language teaching and in pastoral care lessons
2. Staff at Milpera model pedagogies that contribute positively to students managing their own behaviour.   Teachers teach about, and provide the opportunities for development of student-student and student-adult relationships based on respect.
3. Teachers ensure quality teaching and learning practices which are inclusive of all students, and a balanced, accessible and engaging curriculum to maximise student motivation and success.
4. Behavioural expectations are explained to students with interpreters on enrolment, are communicated with illustrated information sheets in the school diary, and are explicitly taught by teachers in English and Pastoral Care lessons.
5. Bilingual teacher aides provide support, especially to
   ▪ communicate appropriate behaviour;
   ▪ defuse misunderstandings and tensions in classroom and playground relationships;
   ▪ support students who often misbehave because they have not yet developed knowledge and skills and needed for working independently.
6. Staff use on site and telephone interpreters to ensure effective communication is established with families and students
   ▪ to understand students,
   ▪ to explain expectations on enrolment,
   ▪ at times of misunderstanding and conflict
   ▪ for reporting to parents.
7. Harmony, Equity and Anti-racism (HEAR) Committee, consisting or Principal, Deputy Principal, Home/School Liaison Teacher, HODs, teachers, teacher aides and admin staff, meet weekly to:
   ▪ develop responses to incidents of racism, bullying, harassment and neglect
   ▪ develop practices that enable students to understand, name and redress behaviours that are unacceptable
8. Home/School Liaison Teacher (HLT) facilitates over time, a shared understanding of new and acceptable social /cultural norms of behaviour between the school, our families, service providers and agencies.
9. Heads of Department support teachers to plan and implement units of work that:
   ▪ support settlement and acculturation
   ▪ promote ethical behaviour and citizenship in the school and general community
   ▪ support English language development in contexts which meet students learning needs for operating positively and safely in the school and general community.
10. HEAL (Home of Expressive Arts and Learning) provides Art and Music therapy to students identified by teachers and other staff as needing time in therapy to assist settlement and wellbeing and to make students available for learning
11. The school Chaplain assist students through 'How to meditate' and relaxation classes as well as providing for support understanding about different faiths and celebration of holy days of the faiths represented in the school community
12. Volunteers provide support in the classroom, and in special programs. especially for those students who have difficulty working independently.
13. Staff associated with each class meets on a five weekly basis to report on progress and to flag 'at risk' students.
14. Music and art programs within the school provide a creative outlet for students whose expression is otherwise limited by their understanding or control of English.
15. Collaborative programs and camps with organisations such as EQ Environmental Education Centres (EEEC), Queensland Rail (QR), Queensland Police Service (QPS), Refugee and Immigrant Legal Service (RAILS), Benarrawa Community Development

Association, Multicultural Development Association (MDA), Queensland Program of Assistance to Survivors of Torture & Trauma (QPASTT), Harmony Place and Edmund Rice Camps provide opportunities for development of self esteem and awareness of society norms in a range of contexts.

16. The Pastoral Care program provides English and bilingual learning about topics that are essential for successful settlement and acculturation.

17. HEAL staff deliver Transcultural Mental Health's program *Building Resilience in Transcultural Australians (BRITA)* to meet the needs of new arrival students of refugee background and also a Tree of Life program.

18. Special Days of reflection such as International Women's Day, Boys to Men Day, Harmony Day etc promote school community values and celebrate diversity.

19. Regular peacemaker and leadership awards:
    ▪ reward outstanding students who contribute to their class and the whole school community
    ▪ keep visible to students the criteria for valued behaviour in the school community

20. Teachers and teacher aides monitor students in the playground to ensure safe behaviour and respectful student to student interaction.

Targeted behaviour support:

1. Teachers adjust curriculum and access teacher aide and volunteer support for students with behavioural barriers to learning. Class changes can also be facilitated if the educational rationale is sound.

2. Any staff member requests a case management meeting with Principal, Deputy Principal and/or other staff to develop strategies to respond to particular students. Strategies can include:
   ▪ Agreeing on particular behaviour to improve
   ▪ Communication with student
   ▪ Agreed on incentives for improving behaviour
   ▪ Agreed on consequences of non-compliance
   ▪ Ways for student and teacher to monitor and communicate about improvement (E.g. individual student behaviour cards)
   ▪ Referral of student to HEAL for Music or Art Therapy for students with a refugee background.
   ▪ Referral of student to Guidance Officer, School Based Youth Health Nurse and Community Liaison Officer.

3. Any staff member requests a whole class management meeting to develop and implement consistent strategies for teachers to use with this class. Staff might identify and agree on strategies such as:
   ▪ Target behaviour for class
   ▪ Ways to teach this behaviour
   ▪ What back up is needed from principal, deputy principal or heads of department
   ▪ How staff will provide incentives for target behaviour and disincentives for non-compliance
   ▪ How staff and students will monitor development towards target behaviour of the class

4. Administration staff, Support Services staff, Guidance Officer and Heads of Department assist teachers in ways that include:
   ▪ providing back-up for students who need time out;
   ▪ mediating and working towards resolution of conflict;
   ▪ discussing strategies that might help in handling classroom behaviour that is inappropriate.
   ▪ talk to individual students regarding expectations.

5. Deputy Principal and Home/School Liaison teacher consult with families about inappropriate behaviour which consistently interferes with learning or threatens safety

and well-being of the school community.   Support for families in managing behaviour is also provided where appropriate. Either can refer on to the Principal in complex cases.

6. Refugee families are also supported by MDA, ACCESS Inc., QPASTT, Mercy Family Services (MFS) and Australian Red Cross (ARC) with whom the HLT liaises.

7. HLT provides home visits to family and community members to provide positive support and advice.

8. Guidance officer provides consultation and support to students

9. School Based Youth Nurse assists students with health needs and behaviours that put them 'at risk'.

10. HEAL therapists assist teachers in ways that include:
    - Providing back-up for students needing time out
    - Discussing behaviour and working towards appropriate behaviour as part of therapy.
    - Making troubled students more available for learning.

11. Settlement service providers including outreach workers collaborate with administration staff, Guidance Officer and Home Liaison Teacher to assist families to respond to developmental needs of students.

12. Partnerships with Queensland Program of Assistance to Survivors of Torture and Trauma (QPASTT), KIMS and Transcultural Mental Health provide another level of psychological intervention for students showing symptoms of trauma.

13. Elders of students' cultural communities and school staff engage in mutually beneficial consultations that enable strategies to support students change behaviours that are unacceptable in contemporary Australian society.

14. At planned student exits, Guidance Officer and Deputy Principal communicate with relevant people in the receiving school to pass on data about students with behavioural developmental needs.

15. Consultation will occur to plan for ONESCHOOL input for 2010 and beyond.

Intensive behaviour support:

1. The way that complaints and disputes are listened to and settled in the whole school community involves:
    - Assuring the wellbeing and safety of all students
    - Providing time out for students who feel very angry
    - Interviewing each person with an interpreter if required and the incident is factually noted.
    - Mediation with friends and interpreters present if necessary
    - Reporting to parents and caregivers if necessary
    - Community leaders / elders / organisations / case workers

2. Data about students with serious behaviour difficulties is collected both formally and informally from students, parents or staff members working with students.

3. Support for a student may be requested from Education Queensland's Behaviour Support Services but this is rare. Community organisations specific to language/culture are frequently contacted.

4. An individual Behaviour Management Plan may be developed for a student as a direct response to particular unacceptable behaviour. Individual support profiles map adjustments across classroom and non-classroom activities and are communicated to staff as the student transitions to other classes or out of Milpera.

5. Principal, Deputy Principal, Guidance Officer, Therapists, Home/School Liaison Teacher, Community Liaison Officer, School Based Youth Nurse and Youth Support Coordinator meet fortnightly to coordinate assistance for students most at risk. This assistance usually involves students being referred into the network of support outlined below.

6. HEAL therapists meet fortnightly regarding students seen in HEAL, to ensure assistance for vulnerable newly arrived refugee student in experiencing school as a safe place where help is accessible. HEAL staff communicate directly with teachers of students accessing their services.

5. Consequences for inappropriate or unacceptable behaviour

Since we believe that most presenting behaviours that are unacceptable are the result of cultural unfamiliarity, ignorance, trauma, deprivation, grief and loss, every effort is made to educate our young people and support them to change their behaviour rather than to punish them for their mistakes.

Examples of a range of consequences for unacceptable behaviour include natural consequences and restorative actions such as:
- Writing letters of apology;
- Participating in mediation, apologising and agreeing to alter offending behaviour;
- Time out from classroom if behaviour is stopping others learn;
- Lunch time detention to catch up on missed work ;
- Separation from other students who have been harassed or assaulted by detention at the school office or, with parental permission, being sent home for the rest of the day;
- Contact with parents
- Contact with the relevant service providers.
- Contact with Community Elders, Settlement Workers and Bicultural Police Liaison Officers

Repeated unacceptable behaviours that put the safety of others at risk are managed in accordance with Education Queensland standards and the requirements of the law.

6. Emergency situation or critical incident responses

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.

Basic defusing strategies

Avoid escalating the problem	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 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 let 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 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 Milpera'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.

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 ofthe 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).

7. Network of student support

Students at Milpera SHS are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers
- HEAL therapists
- Guidance Officer
- Home Liaison Teacher
- Heads of Department
- Deputy Principal
- Administration Staff

- Bilingual Teacher Aides
- Advisory Visiting Teachers
- School Chaplain
- School Based Police Officer
- School Based Youth Health Nurse
- Youth Support Coordinator.
- Visiting personnel from NAYS on a regular basis.

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

Telephone Interpreter Service (TIS)	Phone interpretation in order to communication with students about inappropriate behaviour and to provide natural justice.
Queensland Association of Support for Survivors of Torture and Trauma (QPASSTT)	Information, counselling and referral services for traumatised refugees Homework room. Individual counselling Youth VOICE Youth Forums
Child and Youth Mental Health(CYMS)	Referral, assessment and case work
Transcultural Mental Health	Referral services for students from diverse cultural backgrounds
Mercy Family Services (DIAC funding)	Qualified social worker and bilingual welfare worker monitor, encourage, and support students and liaising with Milpera to maximise opportunities for refugee students under 18 with no parents in Australia
Life Without Barriers (DIAC funding)	Organisation contracted to provide ongoing settlement support to refugee families in Logan and southside area after the first 6 months through the Integrated Humanitarian Settlement Strategy (IHSS)
ACCESS Inc. (DIAC funding)	Organisation contracted to provide initial and ongoing housing and 24 hour supervision to Unaccompanied Humanitarian Minors (UHM) in Logan and southside area from arrival until the student turns 18.
Multicultural Development Association (MDA) (DIAC funding)	Organisation contracted to provide initial settlement support to refugee families in the Brisbane metropolitan area through the Integrated Humanitarian Settlement Strategy (IHSS), through an outreach worker in the Pilot Youth Program (PYP).
Edmund Rice Camps (Christian Brothers)	Three day residential camp with one to one mentoring and support provided for Milpera students on referral
Behaviour Support Services Team	Education Queensland services which can be accessed for students who need more support than the school can provide.
Queensland Police Service - Multicultural Police Liaison Officers	Preventative community policing for all students
Queensland Rail	Provision of safety training for all students, especially African refugees
RAILS	On-site delivery of education on the law.
NAYS	New Arrival Youth Support

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.

Milpera SHS considers the individual circumstances of students when applying support and consequences by taking the following factors into account:

- Length of time in Australia
- Category of migration and associated risks
- Refugee minors
- Pre-migration experience including experience of war, time in refugee camps and number of different camps
- Whether one or both parents are deceased or missing due to war
- Type, level and quality of prior education
- Level of impairment or learning difficulty
- Exposure to abuse or imprisonment in country of origin
- Effects of trauma in student or in family members
- Current living circumstances
- Exposure to domestic violence
- Degree of adaptation to, or alienation from, the host culture
- Complexity of managing behaviour has increased exponentially with the increase of young refugees on Bridging Visas still in Community Detention and the increase in Unaccompanied Humanitarian Minors.

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*
- *Weapons Act 1990*
- *Work Health and Safety Act 2011*
- *Work Health and Safety Regulation 2011*
- *Right to Information Act 2009*
- *Information Privacy (IP) Act 2009*

10. Related procedures

- *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

- *Schoolwide Positive Behaviour Support*
- *Code of Conduct for School Students Travelling on Buses*
- *National Safe Schools Framework*
- *National Safe Schools Framework Resource Manual*
- *Working Together resources for schools*
- *Cybersafety and schools resources*
- *Bullying. No way!*
- *Take a Stand Together*
- *MYAN Policy Paper - Unaccompanied Humanitarian Minors in Australia – An overview of national support arrangements and key emerging issues*

12. Endorsement

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Adele Rice   Janelle Paterson   Peter Blatch
Principal   **P&C President or**   **Assistant Regional Director**
                                                  Chair, School Council

Effective Date: 28 November 2012 to December 2014

10