

Responsible Behaviour Plan for Students attending Malvern Russian Community School Inc. (MRCS)

Based on The Code of School Behaviour

1. Purpose

MRCS 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.

For students, this policy provides how they can make decisions about their own behaviour.

For parents/caregivers, this policy provides information, which will assist them to discuss behaviour issues with their child/ren and provide guidance and support for any needed improvement.

For staff, the plan outlines the total school approach whereby students are encouraged to develop a high degree of responsibility for their own behaviour.

All members of the MRCS are expected to behave within the established school code of behaviour. For students, this includes when they are attending or representing the school.

2. Consultation and data review

MRCS developed this plan in collaboration with our school community. Consultation with parents, staff and students was undertaken through MRCS meetings held during fourth term 2020.

The Plan was endorsed by the Principal, school staff and parents in December 2020, and will be reviewed annually as required in legislation.

3. Learning and behaviour statement

A supportive school environment is created by positive, quality interpersonal relationships acknowledging variations in cultural beliefs and values and being sufficiently flexible to cater for individuals. The MRCS has a supportive team (students, parents, and staff) where ownership and responsibility are shared, and every member is valued. Our approach to developing responsible behaviour is focussed on relationships and takes place in a caring supportive environment where all members feel safe and welcome. We believe that self-control is necessary for children's welfare and happiness and their ability to function effectively in society. Good discipline is internalised, rather than imposed from outside and so this plan aims to encourage responsibility, self-control, and social competency. Self-discipline is a learned process and is achieved through implementing appropriate strategies. The school cannot work alone in creating a disciplined environment and the involvement of parents is therefore of paramount importance. Parents have a joint responsibility to encourage students to be accountable for their behaviour and that, in turn, will contribute to the wider school community in a positive manner. Good discipline comes from the students themselves.

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

- be Responsible
- be respectful
- be a Learner
- Encourage

- be Safe

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 Victoria's Code of School Behaviour.

4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour.

In general, it is expected that most students will display normal classroom behaviours that can be best supported at a whole school behaviour support level. Each teacher is expected to develop a classroom behaviour management plan based on the Responsible Behaviour Plan and one which reflects the needs of their students. Classroom Management Plan:

- Strategies for Teachers plan in consultation with the class and then display.
- It is important for students to be familiar with the classroom expectations and consequences – link these to whole-school strategies and principles.
- Students are more likely to respect a classroom plan if they have been involved in its creation.
- Revisit the plan on a regular basis throughout the year.
- Maintain anecdotal records of behaviour incidents.
- Engage in quality teaching and learning.
- Ensure learning experiences are relevant and meaningful.
- Ensure that there is an appropriate level of challenge for each student.
- Match learning experiences and assessment techniques with student interests and learning styles.
- Encourage co-operative learning.
- Provide opportunities for students to make decisions about their own learning.
- Clearly communicate fair and reasonable expectations.
- Encourage students to set goals and persist in problem solving situations.
- Assist students to develop time management and study skills.
- Use the productive pedagogies.
- Consider the physical environment of the classroom (e.g., placement of furniture, seating, lighting etc).
- Develop supportive interpersonal relationships.
- Catch students being good.
- Communicate a genuine interest in and care for the students.
- Establish rapport with and welcome the involvement of parents.
- Develop a sense of responsibility for students' own progress and personal behaviour goals

- Establish ways to develop self-esteem.
- Plan for success by breaking tasks into manageable steps which ensure individual success.
- Acknowledge success – use praise, notes, awards, and certificates to make students feel special and communicate success to parents.
- Minimise criticism and accept mistakes as part of the learning process.
- Communicate regularly with all students.
- Create a sense of belonging to the classroom group.
- Give students responsibility.

General Strategies for all staff:

- Communicate openly and honestly with students and parents.
- Ensure effective communication using verbal and non-verbal cues at all stages including prevention, intervention, and follow-up.
- Establish and uphold classroom/playground rules with clear expectations and consequences, visit regularly and review.
- Ensure children understand and are familiar with all aspects of the Code of School Behaviour and the Responsible Behaviour Plan for Students.
- Know your students, their patterns of behaviour, needs and triggers for misbehaviour.
- Reinforce, reward and praise appropriate behaviours.
- Address children’s concerns immediately, or at an appropriate time and place, recording when necessary.
- Avoid confrontation where possible.
- Share responsibility with all staff for all students.
- Establish buddy classes to share out of class supervision of students.
- Use fair and consistent strategies that are in line with the school’s beliefs and Values.
- Make anecdotal records of yard behaviour.

Targeted behaviour support:

In general, it is expected that there may be a small of students with classroom behaviours that would be best supported at this Targeted Behaviour support level. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students’ learning and social success at risk if not addressed in a timely manner.

Students accepted into the Social Skills program attend their normal scheduled classes and activities with appropriate adjustments if required. However, they have increased daily opportunities to receive positive contact with adults, additional support from check-in/check-out staff and increased opportunities to receive positive reinforcement. Where required, adjustments are made to a

student's education program through academic support, adult mentoring, or intensive social skills training.

The Social Skills program is coordinated by a school-based team with active administrator support and staff involvement. All staff members are provided with continuous professional development consisting of an overview of the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported.

Students whose behaviour does not improve after participation in the Respond Program, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

Intensive behaviour support:

Our school acknowledges that all behaviours have meaning – when we know the meaning, we can address the real problem.

There may be from time-to-time individual students with behaviours that would be best supported at this Intensive Behaviour support level.

At MRCS, we may use a behavioural assessment for students requiring more intensive support. Positive Behaviour interventions and supports involve teaching new skills that replace problem behaviour over time, assisting the individual to change their interactions (physically and socially) and may include a behaviour assessment. Interagency support may also be accessed.

Through a behavioural assessment, the purposes of specific behaviours are identified which helps teaching/support teams select interventions to directly address the problem behaviour. Strategies and processes are incorporated into Individual Behaviour Support Plans, which are developed and implemented by a network of support staff. Caregiver support is strongly encouraged. The Individual Behaviour Support Plan is reviewed regularly through the collection of further data.

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

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

Basic defusing strategies:

Avoid escalating the problem behaviour (avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language). Maintain calmness, respect and detachment (Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally).

Approach the student in a non-threatening manner (Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully,

minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates).

Follow through:

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

Debrief:

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

Physical Intervention:

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

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

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

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

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

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

- property destruction
- 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 circumstances.

- be in proportion to the circumstances of the incident.
- always be the minimum force needed to achieve the desired result, and
- consider the age, stature, disability, understanding and gender of the student.

Record keeping:

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

- incident reported.
- any injuries reported on Health and Safety incident record (link)

Consequences for unacceptable behaviour:

Some examples of unacceptable behaviour:

- Minor. Some Possible Consequences:

1. Student's attitudes/behaviour shows that he/she has not accepted his/her responsibilities as outlined in the Code of student behaviour (as set out on page two) - e.g., incomplete homework, class work or assignment.

2. Annoying others

3. Not obeying classroom procedures/manners

- Detention at breaks

- Verbal/written reflection – What happened? Why had it happened? What should have happened?

- Apologies

Some examples of unacceptable behaviour: Major

Some Possible Consequences

1. Student has shown a disregard for the Code of student behaviour – e.g., disruptive after warning

2. Unresolved minor situation

3. Swearing

4. Bullying (including cyber bullying) /harassment (isolated)

5. Stealing

6. Disobedience

- Chill Out during breaks and in class time

- Detention at breaks and after school (in accordance with departmental policies)

- Verbal/written reflection – What happened? Why has it happened? What should have happened?

- Written apologies

- Non-attendance at excursions

- In school suspension

Some examples of unacceptable behaviour: Extreme

Some Possible Consequences

1. Student has shown a gross disregard for the Code of student behaviour

2. Violence - physical or verbal - threats with deliberate intent to harm

3. Smoking/Alcohol/Drugs

4. Bullying (including cyber bullying) /harassment (ongoing)

- Chill Out during breaks and in class time

- Detention at breaks and after school (in accordance with departmental policies)

- Suspension

- Behaviour Improvement Condition (BIC)

- Recommendation for Exclusion (in accordance with departmental policies)

Note: This list is not exhaustive. If the consequences for correcting minor unacceptable behaviours have been unsuccessful (the behaviours continuing or being repeated), the behaviour may be deemed to have escalated into major unacceptable behaviour and may be dealt with as such.

7. Network of student support

School support

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

- Parents

- Teachers

- Administration Staff

- Guidance Officer

- Advisory Visiting Teachers

- School Adopt-A-Cop

- School Based Youth

- Youth Support

Coordinator.

External support

School and district-based services as well as interagency groups are a beneficial way of coordinating services to meet the needs of students identified with persistent or extreme problem behaviours.

Examples of agencies available to our school that may contribute to an interagency group include:

Disability Services Vic, Child & Youth Mental Health, Vic Health, Department of Child Safety, Police, Local Council, Aboriginal Health, Department of Communities and EQ District Office support personnel.

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 always considered.

MRCs 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 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.

Consequences for breaking the rules or breaching the school's Responsible Behaviour Plan for Students vary according to several factors which may include:

- Age of the child
- Previous behaviour record
- Severity of the incident
- Amount of reliable evidence
- Degree of provocation
- Intent of the action
- Honesty and perceived level of genuine remorse

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 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies

- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
- SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools
- SMS-PR-022: Student Dress Code
- SMS-PR-012: Student Protection
- SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
- GVR-PR-001: Police Interviews and Police or Staff Searches at State

Educational Institutions

- ICT-PR-004: Using the Department's Corporate ICT Network
- IFM-PR-010: Managing Electronic Identities and Identity Management
- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

11. Some related resources:

- National Safe Schools Framework (ncab.nssfbestpractice.org.au/resources/resources.shtml)
- National Framework for Values Education in Australian Schools (www.valueseducation.edu.au)
- National Framework for Values Education in Australian Schools – Victoria (www.education.vic.gov.au/curriculum/values/)
- Bullying. No Way! (www.bullyingnoway.com.au)
- Mind matters (www.curriculum.edu.au/mindmatters)
- School Wide Positive

School Principal:

Peter Diachevsky

Child Safety Officer:

Svetlana Molodova

20/08/2021