Mundingburra State School
Responsible Behaviour Plan for Students
based on The Code of School Behaviour

The Code of
School
Behaviour
Better Behaviour
Better Learning

Queensland
Government
Education Queensland
Responsible Behaviour Plan for Students

1. Purpose

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.

The aim of our Responsible Behaviour Plan for Students (RBPS) is to provide quality learning opportunities that enable students to accept ownership of their behaviour and to understand the effect that their behaviour has on others. Our vision is to provide quality learning opportunities through a distinctive curriculum, quality teaching and a safe supportive learning environment.

Our purpose is to recognise individuals, develop their skills and encourage all of our school family to be curious, compassionate and resilient.

Therefore as members of this school community the following rights are to be respected:

- The right of all students to learn
- The right of all teachers to teach
- The right of all to be safe

Mundingburra State School bases its approach on the School-wide Positive Behaviour Support Program which is a proactive school wide system of support for defining, teaching and supporting appropriate student behaviours to create a positive school environment.

2. Consultation and data review

The consultation and review process to formulate this plan was undertaken by the School-wide Positive Behaviour Support (SWPBS) team, who through its representation provided input into a review of process and practices toward student behaviour.

The Mundingburra SWPBS team consists of teachers (both classroom and specialist), administration as well as coaches assigned and trained to direct the team, perform periodic audits, support teacher aides and support staff and parents. In the current review, teachers and students were provided with opportunity to provide feedback to the PBS team.

The draft plan was shared with parents on 25 February 2013 and has been updated in May of 2014 to reflect the Education (Strengthening Discipline in State Schools) Amendment Bill 2013.

This plan was endorsed by the Principal, The P&C President and the Assistant Regional Director and will be reviewed in 2016 and annually as part of normal school process.

The review will include a review of important data including:

- Attendance
- Unexplained absences
- Suspensions and Exclusions Behaviour incidents
3. Learning and behaviour statement

All areas of Mundingburra State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Mundingburra 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 Responsible Behaviour Plan outlines a system based on three common values:

- Be curious
- Be compassionate
- Be resilient

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

This is based on the following school rules:

- We learn
- We care
- We persevere

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.

All members of the school community have responsibilities to support the school in dealing with inappropriate behaviour and/or bullying:

<table>
<thead>
<tr>
<th>School</th>
<th>Parents</th>
<th>Teachers</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementing MSS Responsible Behaviour Plan</td>
<td>WATCH FOR SIGNS that your child is being bullied, etc.</td>
<td>Make yourself available</td>
<td>Ignore or Walk Away or Confront</td>
</tr>
<tr>
<td>Active class and playground supervision by staff</td>
<td>ENCOURAGE the child to talk it through as much as possible so you get the basic fact</td>
<td>Treat incidents confidentially where necessary</td>
<td>Confront by - 3 step approach</td>
</tr>
<tr>
<td>Class discussion to deal with problems</td>
<td>KEEP AN OPEN MIND, remembering you are getting one side of the story only</td>
<td>Treat incidents seriously - in class and whilst on playground duty</td>
<td>Use strategies to deal with bullying - Play in safe areas - Play with others</td>
</tr>
<tr>
<td>Individual discussion with staff or Behaviour Support teacher or counselling with the Guidance Officer</td>
<td>ASK questions Gently</td>
<td>Thoroughly investigate each incident</td>
<td></td>
</tr>
<tr>
<td>Teaching an Anti Bullying Program</td>
<td>HELP the child reflect on what</td>
<td>Follow-up where necessary</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Proactively educate the children using</td>
<td></td>
</tr>
<tr>
<td>Teaching strategies to help students deal with bullying</td>
<td>has been done so far</td>
<td>an Anti-Bullying program</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>----------------------</td>
<td>-------------------------</td>
<td></td>
</tr>
<tr>
<td>HELP the child work out the best way of solving the problem</td>
<td>Teach “I” statements and self assertiveness</td>
<td></td>
<td></td>
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</tbody>
</table>

Each classroom at Mundingburra State School has a clear negotiated plan underpinned by our school values of WE LEARN, WE CARE, WE PERSEVERE and students are able to articulate their classroom rules and beliefs.

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

The school's Responsible Behaviour Plan has been developed specifically to support children in the development of sound decision making processes. A strong ethos is evident in the school through our school motto ‘Act Well Your Part’ and it has become an integral part of the entire school’s operation.

Our shared values of curiosity, compassion and resilience stands behind all school and community based activities. Incidents are thoroughly investigated and solutions are sought, focusing on ‘fixing mistakes’ rather than punitive measures.

Our procedures are aimed at creating a supportive, flexible and safe learning environment.

Mundingburra State School values clear, open communication. All members of the school community are kept informed via a range of communication processes. Regular dialogue between parents and staff occurs as part of not only the reporting processes and enrolment interviews, but as often as necessary for both celebration of good choices as well as concerns regarding learning and behaviour.
The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Mundingburra 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 problem behaviour and provides 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 Behaviour Expectations Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

<table>
<thead>
<tr>
<th>HOW</th>
<th>All Areas</th>
<th>Before/After School</th>
<th>Classroom</th>
<th>Eating Areas</th>
<th>Playground</th>
<th>Toilets</th>
</tr>
</thead>
<tbody>
<tr>
<td>We Learn (curiosity)</td>
<td>✓ Attend on each school day unless you have a valid reason (school must be informed of valid reason)</td>
<td>✓ Arrive at school between 8:30am and 8.50am</td>
<td>✓ Do not leave the learning environment without your teacher's knowledge</td>
<td>✓ Understand that good health is achieved by eating fresh foods and that eating too many processed food items (chips, rollups etc.) can make it harder for you to learn.</td>
<td>✓ Learn new games and activities</td>
<td>✓ Go to the toilet before starting each school session</td>
</tr>
<tr>
<td></td>
<td>✓ Use computers for educational purposes only</td>
<td>✓ Sit quietly in the CPA until you are given the instruction to line up in your class areas by the duty staff member</td>
<td>✓ Be organised and ready for each school session</td>
<td>✓ Eat your own food only</td>
<td>✓ Leave toilets clean</td>
<td>✓ Respect others' privacy</td>
</tr>
<tr>
<td></td>
<td>✓ Be a problem solver</td>
<td>✓ Line up in class areas when instructed, ready to start your classroom routines</td>
<td>✓ Do your work to the best of your ability</td>
<td>✓ Be tidy with your food</td>
<td>✓ Leave toilets clean</td>
<td>✓ Report any problems or damage to a responsible adult on duty</td>
</tr>
<tr>
<td></td>
<td>✓ Be involved in team work</td>
<td>✓ At the end of the day go directly to your pick up location ready for your parents/guardians or preferred mode of transport</td>
<td>✓ Return neat and complete homework when due</td>
<td>✓ Be respectful of others eating around you</td>
<td>✓ Leave food items outside</td>
<td>✓ No writing messages on walls or doors</td>
</tr>
<tr>
<td></td>
<td>✓ Do the best you can in all pursuits and set your own goals</td>
<td>✓</td>
<td>✓ Submit assignment tasks on due date</td>
<td>✓ Eat your own food only</td>
<td>✓ Respect others' privacy</td>
<td>✓ Leave food items outside</td>
</tr>
<tr>
<td></td>
<td>✓ Ask for assistance when required</td>
<td>✓</td>
<td>✓ Be respectful of your property, other students property and teacher/school resources</td>
<td>✓ Be tidy with your food</td>
<td>✓ Respect others' privacy</td>
<td>✓ Put soiled paper in toilet</td>
</tr>
</tbody>
</table>

We Care (compassion)
- Greet everyone with a happy smile
- Help peers who are having difficulties
- Ensure that your actions or words do not hurt others
- Use good manners
- Use polite/appropriate language
- Treat others as you would like to be treated
- Talk about others positively

We Perservere (resilience)
- Take turns
- Take pride in yourself and in your school, and
- wear the school uniform with pride
- Leave personal treasures at home
- Respond appropriately when being corrected or directed by an adult
- Respect everyone's property

These expectations are communicated to students via a number of strategies, including:
- Behaviour lessons 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.
A range of proactive and reactive strategies are applied within the school. Some of these strategies are whole school that are delivered for the benefit of all students within the school. Other more targeted strategies are applied to address specific behaviours or developmental stages with the school.

For those students who haven’t responded to targeted pro-active or re-active strategies or whose choices are resulting in risky or dangerous behaviour, the school has in place a range of supportive programs, personnel and procedures that provide intensive, specific support either from internal or external sources. An enrolment agreement which states the respective rights and obligations of students, parent and staff will be presented and discussed at enrolment. It is expected that parents and students will sign this agreement.

Procedures are outlines to deal with behaviours observed and the appropriate plan, rules and anticipated strategy (including consequences) are listed below for classroom and playground. These are developed in consultation with the SWPBS team and must be adhered to by school staff:

- **Universal behaviour support**
  Mundubburra State School implements the following proactive and preventative processes and strategies to support student behaviour: Strong positive relationships between school and home
  - Explicit teaching
  - A curriculum framework aimed at challenging learners
  - Class meetings
  - Blue Letters
    - Celebration of success
    - Recognition for GOOD BEHAVIOUR and demonstrated performance of qualities for WELL BEING
    - Opportunity for learners to celebrate their success with others
  - “Student of the week” certificates
  - Year 7 academic, social, cultural, music and sporting achievement awards
  - House points
  - Clear and consistent classroom expectations supported by rewards, stamps, praise, certificates, team house ‘behaviour’ points
  - Students leadership through class leaders, school leaders and sporting house leaders
  - Educational opportunities - interschool sport competitions, instrumental music, choir, learning enrichment, science mates programs, whole school concerts, tutors to support indigenous program, student council.
  - Playground Awards - weekly draw on assembly for playground awards (tuckshop voucher)
  - Attendance Awards Day - students achieving 95% attendance during the term are rewarded with an activity or excursion for each cohort. Explained absence due to illness is not used in the schools data to determine attendees.
  - Individual learning plan developed with students, parents and relevant specialists (where appropriate) 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.
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).

Mundingburra Excellence Badges

Teachers will be able to nominate students who have fulfilled the criteria to receive a 'Mundingburra Excellence badge' with three tiers of reward for excellence for behaviour and application to academic studies:

- GOLD BADGE (Year 7 only)
- SILVER BADGE (Year 4, 5 and 6)
- BRONZE BADGE (Year 1, 2 and 3)

Students are nominated for merit badges each term by their class teacher. The nominations are endorsed by all staff including specialist teachers and teacher aides at an agreed staff meeting. Students are to wear their badge on the collar of their uniform each day. Student nominations are endorsed and their merit badges awarded on assembly at the end of each term. Students are notified by letter that their nomination has been accepted and attendance at the presentation assembly is essential.

Suspensions of badges may occur if students do not continue to maintain a standard of excellence. Students must reapply with their class teacher. The criteria for nomination includes the following:

Standards of Excellence:

- Exemplary academic effort (Maintain a 'B' or higher standard for effort)
- Exemplary behavioural standards, including no Reflection Room referrals
- Attendance within the guidelines of acceptable school standards
- Homework and other activities completed
- Appropriate compliance with the school's dress code

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 a 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 to think of 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.

Teachers implement planned and incidental strategies in the classroom and playground to teach effective work habits, to develop social skills and to build a good rapport with students. Minor breaches of the Responsible Behaviour Plan for Students during classroom instruction time are dealt with by the teacher as per individual Classroom Management Plans and if required, administration staff are referred to deal with behaviour. Minor breaches of the Responsible Behaviour Plan for Students during play and break times may result in referral by a supervising teacher to the school's Reflection Room, where Targeted behaviour support occurs.

- **Targeted behaviour support**

Targeted behaviour support occurs where students consistently breach the School Responsible Behaviour Plan and the classroom rules. The Reflection Room is a strategy employed in our school which relates to our Level 2 and 3 of our Playground Procedures or for repeated breaches of classroom management plan (administration intervention).

The intent of the Reflection Room is to provide students with reflection time and consequence for inappropriate behaviour within the playground setting. The Reflection Room can only be used as a means for intervention in the Classroom setting with the approval of an administration officer (Deputy Principal or Principal).

Students are referred there by any staff member and the reflection time is supervised by staff and data is kept. If a student is admitted to the Reflection Room on 3 or more occasions or has been a repeat attendee over a short period of time, a letter informing parents of this is sent from administration.

During their time in the Reflection Room activities relating to correcting inappropriate behaviour are completed. These are recorded on individual student profile cards and used in determining further consequences if necessary.

Misbehaviour in Reflection Room will result in additional time or time in the administration office after school for no more than 15 minutes. Parents and caregivers will be contacted by phone in this case.

On each reflection room referral, a Green letter is sent home. The GREEN letter process has the following purposes and functions:

- The learner has the key role in the process
- The learner has an opportunity to gain guidance if required. They have the opportunity to reflect positively upon their mistake, make reparation and plan for the reduced likelihood that the mistake will reoccur.
- Varied formats to suit the age level span Prep to Year 7.
- The mistake maker is responsible for fixing the mistake, including informing parent/carers.
- Maintains an anecdotal record for repeated mistakes.
- A dialogue between home and school with opportunities to formalise processes of involvement for both parties.
- A sequential body of evidence. If the issues are prolonged and recidivism this indicates insufficient improvement and therefore additional sanctions, including referral to agencies/authorities outside
the school for which documented evidence of legislated processes is required.

Green letters should never be used as a threat. Green letters are a learning opportunity.

- **Intensive behaviour support**

  The Special Needs Committee, along with teacher and the parents, develop and implement an Individual Behaviour Support Plan. This plan documents aims, support strategies, timing, personnel, review and assessment.

5. **Consequences for unacceptable behaviour**

The underpinning philosophy to the classroom and playground procedures are:

- Everyone has a right to learn
- Teachers have the right to teach
- Everyone has the right to feel safe

Mundingburra State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. An office referral form (Appendix 3) is used to record all minor and major problem behaviour. The recording of three minor behaviours constitutes a major behaviour.

**Minor and major behaviours**

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

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

**Minor** 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 problem 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 problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (buddy class) individual meeting with the student, apology, restitution or detention for work completion or reflection room referral by staff.

- a re-direction procedure. The 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 Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then fills out the office referral form and escorts the student to Administration.

Major problem behaviours may result in the following consequences:
- **Level One:** Time in office, removal to reflection room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, referral to Respond Program
  AND/OR
- **Level Two:** Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school
- **Level Three:** Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

**DRESS CODE:**
Students should be dressed in official school uniform where possible but MUST have closed in footwear (unless there has been specific notification from parents/caregivers). Students must not wear jewellery other than items which are of medical information or religious belief. The wearing of loose earrings, or jewellery which may cause self or others injury will be confiscated by staff until the end of the school day. Small studs, sleepers and watches are acceptable. No facial piercings are acceptable. Mundingburra State School is a sun safe school and has a no hat no play policy.

The following table outlines examples of major and minor problem behaviours:

<table>
<thead>
<tr>
<th>Area</th>
<th>Minor</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Movement around school</td>
<td>Running on concrete or around buildings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Running in stairwells</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not walking bike in school grounds</td>
<td></td>
</tr>
<tr>
<td>Play</td>
<td>Incorrect use of equipment</td>
<td>Throwing objects</td>
</tr>
<tr>
<td></td>
<td>Not playing school approved games</td>
<td>Possession of weapons</td>
</tr>
<tr>
<td></td>
<td>Playing in toilets</td>
<td></td>
</tr>
<tr>
<td>Physical contact</td>
<td>Minor physical contact (eg: pushing and shoving)</td>
<td>Serious physical aggression</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fighting</td>
</tr>
<tr>
<td>Correct Attire</td>
<td>Not wearing a hat in playground</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not wearing shoes outside</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>Possession or selling of drugs</td>
</tr>
<tr>
<td>Class tasks</td>
<td>Not completing set tasks that are at an appropriate level</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Refusing to work</td>
<td></td>
</tr>
<tr>
<td>Being in the right place</td>
<td>Not being punctual (eg: lateness after breaks)</td>
<td>Leaving class without permission (out of sight)</td>
</tr>
<tr>
<td></td>
<td>Not in the right place at the right time.</td>
<td>Leaving school without permission</td>
</tr>
<tr>
<td>Follow instructions</td>
<td>Low intensity failure to respond to adult request</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Non compliance</td>
<td></td>
</tr>
</tbody>
</table>
Relate problem behaviours to expected school behaviours

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem 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 a problem 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 problem behaviour

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

Students also receive training about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member redirects their behaviour or consequences are applied for problem behaviour.

<table>
<thead>
<tr>
<th>NEGOTIATED BEHAVIOUR</th>
<th>CLASSROOM PLAN</th>
<th>RULE STATEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor</td>
<td>Making an appropriate choice</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Time Out - Parent Intervention and contact</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Buddy Class – Removal from classroom to complete work in alternate location</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Office Referral Reflection Room Activity (Red Slip) + Green Note</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Loss of excellence badge (if applicable)</td>
<td></td>
</tr>
<tr>
<td>Major</td>
<td>Administration Intervention (One School report)</td>
<td></td>
</tr>
</tbody>
</table>

What is it that I should be doing?
Actions based on the SMS-PR-021 will be followed. School Disciplinary Absence will only be used after all other responses are considered including the welfare and safety of other students and staff.

*Behaviours such as direct verbal abuse of a staff member will incur a minimum 3 day suspension with further breaches incurring extension of these actions. (LEVEL 4)

*Behaviours such as direct physical abuse of a staff member will incur a minimum 5 day suspension with further breaches incurring extension of these actions. (LEVEL 4)

School Disciplinary Absences (SDA)

Suspension
A principal may suspend a student from school under the following circumstances:

- disobedience by the student
- misconduct by the student
- other conduct that is prejudicial to the good order and management of the school.

Behaviour Improvement Condition
A principal may impose a behaviour improvement condition if the principal is reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour.

A Behaviour Improvement Condition requires the student to undertake a behaviour management program arranged by the school's principal. The program must be:

- reasonably appropriate to the challenging behaviour
- conducted by an appropriately qualified person
- designed to help the student not to re-engage in the challenging behaviour
- no longer than three months.
Proposed exclusion or recommended exclusion

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:

- disobedience
- misconduct
- other conduct that is prejudicial to the good order and management of the school, or
- breach of Behaviour Improvement Conditions.

Cancellation of enrolment

The enrolment of a post compulsory school age student may be cancelled if the student’s behaviour amounts to a refusal to participate in the educational program provided at the school.

*Refer to departmental procedure Safe, Supportive and Disciplined School Environment for further details.

A principal or staff member of Mundingburra State School has the power to temporarily remove property from a student, as per the procedure Temporary Removal of Student Property by School Staff.

6. Emergency responses or critical incidents

**Basic Defusing Strategies:** avoid escalating the problem behaviour including shouting, 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 students 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 displayed 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 Interventions:** Staff may take 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 Mundingburra State School’s duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming in 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.

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

- Physical Intervention Incident Report
- Health and Safety Incident Record
- Debriefing Report (for students and staff)
- Risk Management (contained in Individual Student Plan)

7. Network of student support

School Leadership Team
The Principal and Deputy Principals provide leadership and direction that encourages a caring atmosphere within the school, recognising the welfare needs of students, providing guidance and advice where applicable and understanding the needs of staff. These staff members support staff and students by:

- Being available to respond to student concerns
- Liaising with teaching staff to ensure teaching programs are responsive to student needs
- Applying strategies designed to develop student self-management skills
- Liaising with parents
- Liaising with welfare/support agencies
- Ensuring that teachers follow the Responsible Behaviour Plan for Students

Behaviour Support Teacher (BST)
The Behaviour Support teacher works with teaching staff and students mainstream classes to help with behavioural and pastoral care concerns. They conduct Proactive work with staff to develop social skills plans and to support and encourage the work of all stakeholders in the students’ life. They:

- Identify students at risk
- Liaise with Administration to assist students
- Provide support for individuals/groups
- Maintain contact with parents and carers
- Assist teachers in modifying programs for at risk students
- Provide in and out of classroom support
- Liaise with parents
- Respond to teacher/parent/student concerns
- Liaise with Administration and outside agencies

Business Services Manager and Groundsperson
The Business Services Manager and Groundsperson provide a safe and supportive environment for students, staff, parents and volunteers. They strive to provide a quality learning environment for all learning. They
- Liaise with Principal and Deputy Principals
- Liaise with outside agencies to ensure a quality learning environment is available for all stakeholders
- Assist in providing adequate learning resources for quality teaching to occur
- Ensure a safe and supportive learning environment

**Classroom Teachers**
The Classroom Teacher contributes to the academic, social and emotional development of students by structuring learning experiences to suit the needs of individual students. They deliver PBS lessons as per the lesson schedule devised annually and support students by:
- Making early contact with parents regarding issues of concern
- Adapting/modifying curriculum to suit the needs of students
- Provide personal support
- Refer students to the appropriate member of the Learning Enrichment team
- Mediate in potential conflict situations
- Actively listen to students
- Collaborate team planning and teaching
- Support network
- Consistently applying the Responsible Behaviour Plan for Students
- Encourage students to fix their mistakes in a supportive manner

**The Special Needs Committee**
The SNC, along with the teacher and parents develop and implement an individual behaviour support plan (IBSP), risk management plan and/or Discipline Improvement Plan (if required). The Behaviour Support Teacher (BST) and/or the Guidance Officer may also be involved in targeting behaviour support through specific school-based programs or working with teachers and students to modify curriculum and/or learning environments.

**Parents and Caregivers**
Parents and Caregivers are integral to the learning process. They work with students and staff to create an educational partnership by
- Providing personal support
- Assisting with homework
- Liaising with teachers
- Meeting with teachers and other school staff as needed to work together to reach best outcomes for students

8. **Consideration of individual circumstances**

Our school used strategies which take account of the different abilities, skills and life experiences of their students through their curriculum, interpersonal relationships and organisational practices.

Consequences for breaking the rules or breaching the school’s Responsible Behaviour Plan for students are considered against a number of 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

The individual circumstances and actions of the student, the needs and rights of school community members will be considered at all times. All students who are enrolled at Mundingburra State School have the right to natural justice. This includes being advised why any such action is being taken and being given the opportunity to present their view of the matter prior to the decision being made.

The opportunity for the student to put their case must be given in relation to all the relevant adverse evidence.

Two fundamental rules of natural justice are outlined below:

- the hearing rule requires that persons must be allowed an adequate opportunity to present their case where certain interests and rights may be adversely affected by a decision maker.
- the rule against bias requires that the decision maker must be unbiased when conducting the hearing or making the decision.

To decide on the most appropriate consequence for alleged inappropriate behaviour, staff:

- Thoroughly investigate the incident, interviewing the main people involved - both students and staff.

When doing this, staff make their own diary notes and may obtain signed statements from the people interviewed. This is particularly important for serious incidents where conflicting information is provided by people that you interview. If necessary, other potential witnesses are interviewed.

Consideration is given to the following:

- Are there any extenuating circumstances?
- Have there been previous incidents involving the same people?
- Has someone been working specifically with this student in relation to similar circumstances?
- Has there been positive progress even though the desired outcome has not yet been obtained?
- Will the consequences undo some progress that has been made?
- Will the student be physically abused at home as a result of a consequence?
- What are possible consequences?

Not all instances of inappropriate behaviour need to be dealt with punitively. Of course, in some circumstances suspension is necessary.

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 Regulation 1997
- Right to Information Act 2009
10. Related Procedures

- 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 and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
- ICT-PR-004: Acceptable Use of the Department’s Information, Communication and Technology (ICT) Network and Systems
- IFM-PR-010: Managing Electronic Identities and Identity Management
- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Temporary Removal of Student Property by School Staff

- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses
- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
- Take a Stand Together

11. Appendices

Appendix 1 - The Use of Personal Technology Devices* at School
This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Certain Personal Technology Devices Banned From School
Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in disciplinary consequences.

Confiscation
Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.
Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

**Personal Technology Device Etiquette**

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes.

**Recording voice and Images**

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at (school name). Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) to disseminate to others (including distribution by phone or internet posting) build a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher.

A school student who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

Breach of this policy may be subject to discipline (including suspension and proposal/recommendation for exclusion).
Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to the Queensland Police Service.

**Text communication**

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and/or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school, should ensure they keep the message as evidence and bring the matter to the attention of the school office.

**Assumption of cheating**

Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

**Recording Private Conversations and the Invasion of Privacy Act 1971**

It is important that all members of the school community understand that under the Invasion of Privacy Act 1971, ‘a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation’. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

**Special Circumstances Arrangement**

Students who require the use of a personal assistive technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

**Inappropriate behaviour outside of school hours**

Students may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

* Personal Technology Devices include, but are not limited to the following devices; portable gaming devices, the IPhone, IPod, IPod Touch or IPad, TamagotchiR and similar games, laptop computers, PDAs, BlackberriesR, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones and devices of a similar nature.

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**Appendix 2 - Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)**
Purpose

1. Mundingburra State School strives to create positive, predictable environments for all students at all times of the day. The disciplined teaching environment that we are creating is essential to:

   - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
   - raising achievement and attendance
   - promoting equality and diversity and
   - ensuring the safety and well-being of all members of the school community.

2. There is no place for bullying in (school name). Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

3. Bullying behaviours that will not be tolerated at Mundingburra State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

4. Bullying may be related to:

   - race, religion or culture
   - disability
   - appearance or health conditions
   - sexual orientation
   - sexist or sexual language
   - young carers or children in care.

5. At Mundingburra State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.
7. The anti-bullying procedures at Mundingburra State School are an addition to our already research-validated schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention
8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

9. Cyberbullying often does not occur at school. Students are explicitly taught about Cyber safety including how to safely conduct an internet search, what cyberbullying is and what they should do if they receive unwanted messages including for example:

- Not to respond to messages but keep them to report to parents and/or teachers immediately
- Report any instances they see as a bystander of cyberbullying to parents and/or teachers immediately.

Mundingburra State School staff will then investigate and respond to any incident of cyberbullying.

10. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.
11. An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

12. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

13. Mundingburra State School will take part in the National Day of Action against Bullying and Violence on the third Friday of March each year. This is to highlight the importance of bullying issues within our school community and what our school is doing to prevent this.

14. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Mundingburra State School takes care to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.

Mundingburra State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

Appendix 3 – Working together to keep Mundingburra State School safe

We can work together to keep knives out of school. At Mundingburra State School:

- Every student has the right to feel safe and be safe at school.
- No knives are allowed to be taken to school by students.
- There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

If a student has a knife a school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

What kinds of knife are banned?

No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel.

Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.
In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

The Principal can take action against a student who brings a knife to school.

If a student has a knife at school, principals can inform the police.

Possessing a knife at school may result in serious disciplinary consequences, including suspension or recommendation for exclusion.

Police can search a student and their property at school if they suspect a student has a knife.

- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
- If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the principal and given to the police.

How can parents help to keep Mundingburra State School safe?

Make sure your child knows what the laws and rules are about knives.

Do not include knives or knife tools in children's lunch boxes, pencil cases or craft kits.

Contact your school principal if you believe your child is being bullied or threatened at school.

If you want to talk about students and knives at school, please contact the school.

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**Endorsement**

Principal

P&C President

Date effective:

from June 2014 to May 2017