Mount Morgan Central State School: Responsible Behaviour Plan 2012

Always Responsible, Safe & Respectful
Responsible Behaviour Plan for Students

based on The Code of School Behaviour

Mount Morgan Central State School

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Responsible Behaviour Plan for Students

1. Purpose

Mount Morgan Central State School aspires to and promotes educational practices that provide effective teaching and learning. Our Responsible Behaviour Plan provides the framework to enabling safe, respectful and responsible processes to support high standards of behaviour that will ensure the delivery of a quality educational program, ongoing improvement and achievement of student outcomes and the implementation of the school’s explicit improvement agenda. The Responsible Behaviour Plan reflects the intention of The Code of School Behaviour (See Appendix 1), and is framed by our three school rules.

2. Consultation and Data Review

Mount Morgan Central State School continues to commit to the School Wide Positive Behaviour Support program. The PBS Team includes staff, parents and community representatives who actively monitor student behavioural data. Through regular surveys and staff consultation, targeted behaviours are identified and actioned. Regular reviews of student attendance, suspensions, and behaviour incidences also inform the selection of targeted behaviours. Based on this, data is collected and reviewed at monthly meetings. A consistent framework for managing school behaviour exists across both local schools as part of our Mt Morgan Educational Precinct initiative.

This Plan endorsed by the School Principal, the P&C President and Assistant Regional Director, will be reviewed in 2015 as required in legislation.

3. Learning and Behaviour Statement

Mount Morgan Central State School has three school rules; Always Responsible, Always Safe, Always Respectful. These are foundational to our Responsible Behaviour Plan and support our attendance agenda, class and school rules and enforcement of high expectations.

4. Processes for Facilitating Standards of Positive Behaviour and Responding to Unacceptable Behaviour

- **Universal Behaviour Support**

  All students are explicitly taught expected behaviours through:
  - planned lessons during establishment phase of the year;
  - ongoing classroom lessons;
  - school-wide gatherings (eg. Super Hero days);
  - weekly parades.

  Data is collected daily and analysed at monthly meetings.

  All students are taught the 5 levels of behaviour.
All classroom and specialist teaching spaces display the 3 school rules. Common language around the rules exists among our school community.

Our school rules are personified by our Super3 Heroes:
- Responsible Rex;
- Safe Sam;
- Respectful Rosie.

These superheroes are displayed in all learning and teaching areas and provide regular reminders and connections to the students about the school rules and expectations. The school song is also based on the RSR model and is sung regularly on parade. Staff members undergo annual refresher courses, during January Professional Development, around PBS procedures. PBS is a permanent agenda item at whole school staff meetings. Staff members, including TRS teachers, are supplied with a PBS folder which is updated as per revisions and reviews. Through newsletters, parents are kept informed of the policies, procedures and expected behaviours. Articles on PBS feature in our local community newspaper.

Positive behaviours are rewarded through:
- Gotcha system
  - Tickets are given to students when expected behaviours are observed;
  - Several tickets are drawn weekly with incentive prizes presented.
- Students’ Green Days
  - Green (positive) days are recorded on classroom tally charts and data collection system.
  - Prizes are awarded to students achieving 5, 10, 20, 30 and 40 ‘green’ days.
- Positive behaviour comments are recorded on One School.

See Appendix 2 for Behaviour Levels.
See Appendix 3 for Expected Behaviours

The School has also adopted policies for the following.
- The Use of Personal Technology Devices. The use of and management of school devices are clearly outlined in the policy. The use of personal devices, such as mobile phones, is prohibited and will result in confiscation. Detailed processes and procedures outlined in this policy refer to (Appendix 5).
- Anti-Bullying Program. (Appendix 6) The school has a comprehensive Anti-Bullying Policy which includes responses by staff, students and parents. Bullying behaviour is regarded as...
Red: Major level behaviour and the consequences are outlined in appendix 2, *Behaviour Levels*. If any bullying incident, eg cyber-bullying, physical etc, involving students from the school, occurs outside of school hours and these incidents impact on the good order and management of the school then the school may

- apply disciplinary action
- report the incident to the police.


Investigation will follow previously outlined steps. The consequences will reflect the severity, the context, mitigating circumstances and consistency of witness statements.

- The Use Of Knives At School (Working Together To Keep Mount Morgan Central State School Safe) Students and parents are informed of the consequences of bringing knives to school. The detailed consequences are outlined in the policy see *(Appendix 7)*. These consequences may range from confiscation and parent being informed, suspension, to police involvement. All incidents will be fully investigated and according to consideration of individual circumstances.

- **Targeted Behaviour Support**

Children identified at educational, behavioural and/or social/emotional risk are initially referred to the Social Justice Team typically by the class teacher. Our Social Justice Team consists of the classroom teacher, the Guidance Officer, Guidance Officer Intensive Behaviour Support, the School Principal, the Behaviour Support Teacher and other admin leadership team members.

A brief Functional Behaviour Assessment (FBA) is conducted and behaviour support plans, case management action plans and risk management plans are developed and implemented.

- **Intensive Behaviour Support**

Students requiring intensive behaviour support are identified through classroom data collection systems and referrals to the Social Justice Team as well as referrals from outside specialised agencies. Complex case management is put into place involving a multi-disciplinary team including the school’s senior leadership team, Child Youth And Mental Health Service, Department Of Child Safety, Disability Services Qld, Red Cross Active Intervention and other relevant outside agencies.

### 5. Emergency Responses or Critical Incidents

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

In the event of a severe behaviour incident, the following process is actioned.

- Staff members follow the De-escalation procedures. *(Appendix 8)*

Several staff members have received PART training and follow the recommendations regarding implementing such actions. Relevant and appropriate Professional Development is provided to all staff members.

All incidents are reported according to the recommendations as per the behaviour level chart *(Appendix 2)*.

In the case of impending danger to others safety (eg use of weapons) Lock Down procedures will be implemented *(Appendix 9)*.
6. Consequences for Unacceptable Behaviour

- **Classroom**

The process for dealing with behaviour that does not meet expectations is:
  - The language of correction (rule reminder, re-direct, allowing time to comply).
  - Tally mark recorded
  - Time out in class
  - Buddy Class referral for completion of reflection sheet.
  - Incident reported on OneSchool
  - Referral to Behaviour Management Teacher
  - Referral to Principal

Students are explicitly taught the consequences of behaviour choices through the ‘Managing Student Behaviour Chart’. This also references positive behaviour. See also Appendix 4.

- **Playground**

If a student makes inappropriate choices while in the playground, and of a minor level, (i.e. orange; level 2 or 3) then the student is referred to the teacher and information is recorded on the tally sheet or through anecdotal records. Level 3 behaviours are reported on OneSchool. However, if the incident is of a major level (i.e. red: level 4 or 5), then the incident is referred to the Behaviour Management Teacher and then if required, the Principal. The actions taken reflect those outlined in the Responsible Behaviour Plan.

Education Queensland Departmental procedures and policies:

http://ppr.det.qld.gov.au/education/community/Pages/Student-Protection.aspx

- **Responding to Persistent/ Serious Behaviour Incidences**

The process for responding to persistent major level behaviour is
  - Buddy class
  - Parent notification (warning letters, phone calls, meetings) advising of pending suspension
  - Referrals to Behaviour Management Support Teacher
    - Behaviour management log
    - Case management / Individual Behaviour Plan
    - Completion of FBA
    - Individual time tabling / Alternative Program
    - Recommendation to participate in Intensive Behaviour Support Programs (eg Rock and Water, Friends For Life)
  - Referral to Guidance Officer: Intensive Behaviour Support
  - Internal Suspension
  - Parent Conference
  - Behaviour Management Agreement
  - Behaviour Improvement Condition (BIC)
  - External suspension (1-5 days)
  - External Suspension (6-20 days)
  - Exclusion
7. Network of Student Support

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

- Class teachers
- Parents
- Teacher aides
- Special Needs Teacher
- Support Teacher: Literacy and Numeracy
- Specialist teachers
- Behaviour Management Teacher
- Behaviour Support Teacher
- Administration Staff
- Advisory Visiting Teachers
- Principal and Head of Curriculum
- Guidance Officer
- Guidance Officer Intensive Behaviour Support
- School Chaplain
- Community Personnel – e.g. Reconnect, Hub, Footbridge, Anglicare – Adopt a Cop Program, Relationships Australia
- Disability Services Queensland
- External Service Providers

8. Consideration of Individual Circumstances

Consequences for behaviour breaches are typically aligned to our PBS behaviour levels (see Appendix 2). The degree of consequence may however vary depending upon the following factors including:

- the student's gender, age, disability, cultural background;
- socioeconomic and family circumstances;
- emotional state
- provocation level
- previous behaviour record.
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.

Staff develop a positive, safe environment that meets all their students' needs. Students have a right to be heard and are taught when and how to express an opinion. MMCSS teachers use proactive strategies which provide differentiation in their teaching to enable all students' engagement to attain academic success to aid in reduction of disruptive and distracting behaviours. Department policy re suspensions and exclusions are adhered to rigorously.

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
- 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.html)
- National Framework for Values Education in Australian Schools (www.valueseducation.edu.au)
- Bullying. No Way! (www.bullyingnoway.com.au)
- Mindmatters (www.curriculum.edu.au/mindmatters)
Endorsement

Principal    P&C President    Assistant Regional Director (ARD) CQ

Date effective:

from ........................................ to ........................................
Appendix 1 The Code of School Behaviour

Better Behaviour Better Learning

Queensland state schools promote learning, creativity and innovation as the platform upon which to build prosperity and quality of life for all Queenslanders. State schools are strongly committed to providing a quality, futures-oriented education that enables all students to achieve their full potential. They prepare students for an active role in democratic life and society. High expectations, equity, inclusiveness and the building of social capital are key features of state schooling in Queensland.

Essential to effective learning is a safe, supportive and disciplined environment that respects the following rights.

- The rights of all students to learn
- The rights of teachers to teach
- The rights of all to be safe.

The Code of School Behaviour defines the responsibilities that all members of the school community are expected to uphold and recognises the significance of appropriate and meaningful relationships.

It outlines a consistent standard of behaviour for all state school communities in Queensland, inclusive of students, staff and parents. The Code has been developed to deliver the best possible outcomes for students, recognising the close relationship between learning, achievement and behaviour.

School communities will use The Code as a basis for providing:

- positive support to promote high standards of achievement and behaviour
- clearly articulated responses and consequences for inappropriate behaviour.

Each school will detail particular strategies to promote appropriate behaviour as well as consequences for unacceptable behaviour within its Responsible Behaviour Plan for Students.

The Education (General Provisions) Act 2006 provides that - principals must give an enrolment agreement to the student’s parents or adult or independent student, before enrolling a student. Parents or students will be asked to sign the agreement. This agreement sets out the rights and obligations of students, parents and staff at the school and will require all parties to abide by The Code of School Behaviour and other endorsed conditions stipulated by the school.

Standards

State schools in Queensland are committed to providing quality learning opportunities that enable all students to achieve within safe, supportive and disciplined learning environments. Staff are to maintain high standards of ethical behaviour as established in the Department of Education’s Code of Conduct. All members of school communities are to abide by The Code of School Behaviour in accordance with the following standards.

All members of school communities are expected to:

- conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.

Students are expected to:

- participate actively in the school’s education program
- take responsibility for their own behaviour and learning
- demonstrate respect for themselves, other members of the school community and the school environment
- behave in a manner that respects the rights of others, including the right to learn
- cooperate with staff and others in authority.
Parents are expected to:
• show an active interest in their child’s schooling and progress
• cooperate with the school to achieve the best outcomes for their child
• support school staff in maintaining a safe and respectful learning environment for all students
• initiate and maintain constructive communication and relationships with school staff regarding their child’s learning, wellbeing and behaviour
• contribute positively to behaviour support plans that concern their child.

Schools are expected to:
• provide safe and supportive learning environments
• provide inclusive and engaging curriculum and teaching
• initiate and maintain constructive communication and relationships with students and parents
• promote the skills of responsible self-management.

Principals are expected to:
• play a strong leadership role in implementing and communicating The Code in the school community
• ensure consistency and fairness in implementing the school’s Responsible Behaviour Plan for Students
• communicate high expectations for individual achievement and behaviour
• review and monitor the effectiveness of school practices and their impact on student learning
• support staff in ensuring compliance with The Code and facilitate professional development to improve the skills of staff to promote responsible behaviour.

Regional Directors or delegate are expected to:
• endorse the school’s Responsible Behaviour Plan for Students that aligns with The Code and complies with legislation
• ensure that school plans are implemented consistently, fairly and reasonably
• exercise leadership in support of school principals’ responsibilities under The Code and promote improvement of the professional skills of principals accordingly.

Senior Officers of Education Queensland are expected to:
• determine policy directions and monitor the efficiency and effectiveness of resource allocations and services to support responsible behaviour throughout Queensland schools.

Consequences for Unacceptable Student Behaviour
Student behaviour that does not comply with the expected standards is not acceptable. The Responsible Behaviour Plan for Students will set out the range and level of responses and consequences for student behaviour that is not consistent with these standards.

Consequences are to be applied to:
• provide the opportunity for all students to learn
• ensure the safety of staff and students
• assist students who exhibit challenging behaviours to accept responsibility for themselves and their actions.

In applying consequences for unacceptable student behaviour, the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times.

Schools use a range of consequences that are authorised by Education Queensland which include:
• suspensions
• exclusions
• cancellations of enrolment.

These consequences are to be used as the last resort for serious behaviour after consideration has been given to all other responses. Access to alternative programs and input from other agencies may be necessary for students who repeatedly do not comply with expected standards of behaviour.
Values and Principles

Values
The Department’s Strategic Plan defines the following values.

- Professionalism: committing to the highest standards of accountability and performance
- Respect: treating all people with respect and dignity
- Innovation and Creativity: fostering safe environments that support innovative and creative practice
- Diversity and Inclusiveness: encouraging all Queenslanders to participate in education and cultural activities
- Excellence: supporting the pursuit of excellence.

Principles
The Code is underpinned by the following principles.

- State schools expect high standards of personal achievement and behaviour.
- The foundation of positive classroom behaviour is effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students.
- Positive behaviour is enhanced through a whole school approach and effective school organisation and leadership.
- Partnerships with parents, the wider school community and other support agencies contribute to positive behaviour in schools.
- Staff expertise is valued and developed.
- Standards of expected student behaviour are linked to transparent, accountable and fair processes, interventions and consequences.
- Responses to inappropriate student behaviour must consider both the individual circumstances and actions of the student and the needs and rights of school community members.
### Appendix 2  Behaviour Levels

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<td>Low level misbehaviour, non-violent, non-threatening requiring a caution</td>
<td>Repeated level 2 behaviour, non-physical abuse and minor physical contact, actions which could endanger others.</td>
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### Green Positive
- All positive behaviours in the classroom and playground.

### Orange Minor
- Low level misbehaviour, non-violent, non-threatening requiring a caution

### Red Major
- Repeated level 3 behaviours
- Threatening
- Anti-social behaviour

### Examples of behaviours
- **Responsible**
  - Participates actively in all school activities
  - Is punctual
  - Works to the best of their ability
  - Making appropriate choices without supervision
  - Having appropriate equipment for tasks
  - Putting rubbish in the bin

- **Safe**
  - Staying in designated area
  - Following No Hat, Seek Shade motto
  - Walking in designated walk zones
  - Using equipment safely and appropriately
  - Following directions of all staff

- **Responsible**
  - Littering
  - Not sitting whilst eating

- **Safe**
  - Not playing in designated area
  - Not wearing hats and shoes in outdoor play time
  - Swinging on non-playground equipment eg chairs, beams, desks
  - Throwing objects that would not cause injury
  - Running in walk zones
  - Riding bikes, skateboards etc in school grounds

### Examples of behaviours (This list is not exhaustive)

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- All positive behaviours in the classroom and playground.

### Orange Minor
- Low level misbehaviour, non-violent, non-threatening requiring a caution

### Red Major
- Repeated level 3 behaviours
- Threatening
- Anti-social behaviour

### Examples of behaviours
- **Responsible**
  - Participates actively in all school activities
  - Is punctual
  - Works to the best of their ability
  - Making appropriate choices without supervision
  - Having appropriate equipment for tasks
  - Putting rubbish in the bin

- **Safe**
  - Staying in designated area
  - Following No Hat, Seek Shade motto
  - Walking in designated walk zones
  - Walking bikes etc into school grounds then parking in designated storage areas
  - Uses equipment safely and appropriately
  - Follows directions of all staff
  - Keeping hands/feet/teeth etc..to self
  - Resolves conflict without violence

- **Responsible**
  - Littering
  - Not sitting whilst eating

- **Safe**
  - Not playing in designated area
  - Not wearing hats and shoes in outdoor play time
  - Swinging on non-playground equipment eg chairs, beams, desks
  - Throwing objects that would not cause injury
  - Running in walk zones
  - Riding bikes, skateboards etc in school grounds

- **Responsible**
  - Eating in non-designated areas
  - Refusal to complete set tasks
  - Plagiarism (lower school)
  - Cheating
  - Refusal to follow school rules

- **Safe**
  - Climbing trees
  - Running around buildings / through gardens
  - Refusal to enter classroom
  - Failure to remain in specified area
  - Failure to follow teacher’s instructions

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<td>Telling lies Making excessive noise during eating time Teasing as isolated incident Swearing (not in abusive manner) Minor physical contact eg finger jab Actions of a sexual nature (low level) Low level harassment Writing on walls, desks, chairs Chewing gum</td>
<td>Walking away from teacher when given instruction Physical blocking out teacher’s instruction eg blocking ears, making loud noises Actions of a sexual nature (minor in nature) Spitting (non-directed) Rude gestures Swearing/ abusive language Refusal to follow teacher’s directions Minor bullying/harassment</td>
<td>Threatening harm to others Insolence to staff Verbal abuse Teasing as persistent and consistent Sexual/racial discrimination Bullying/harassment: - (as per school bullying policy) Physical Verbal Racial Sexual Menacing Communicative (Includes Cyber Bullying) Actions of a sexual nature Inappropriate reference to family members of another student</td>
<td>Verbal abuse of Staff members Swearing at staff Intolerable behaviour in a school setting Continual inability to follow classroom rules Actions of a sexual nature Vandalism / Graffiti Arson:- Destruction of personal and /or school property Use of social media to defame school, it’s staff, students or community</td>
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<tr>
<td>Hand out ‘gotchas’ Student of the Week Awards Principal Awards PBS prize Box</td>
<td>Rule reminder, redirect Student is given Corrective feedback Positive choices Time to comply</td>
</tr>
<tr>
<td>Anecdotal records RSR Green Days One School (Positive Records)</td>
<td>Rule reminder, redirect Student is given Corrective feedback Positive choices Time to comply</td>
</tr>
<tr>
<td></td>
<td>Anecdotal records Tally sheet of behaviours Classroom teacher reports on One School</td>
</tr>
<tr>
<td></td>
<td>Teacher completes Incident Slips Specialist teachers refer to student’s classroom teacher Playground duty teachers refer to student’s classroom teacher</td>
</tr>
<tr>
<td></td>
<td>Classroom Teacher reports on One School Referral to Social Justice Team Case management Behaviour Improvement Condition (BIC)</td>
</tr>
<tr>
<td></td>
<td>Teacher completes Incident Slips Specialist teachers refer to student’s classroom teacher Playground duty teachers refer to student’s classroom teacher</td>
</tr>
<tr>
<td></td>
<td>Classroom Teacher reports on One School Internal suspension External Suspension (1-5 days) External Suspension (6-20 days) Behaviour Improvement Condition (BIC) Exclusion</td>
</tr>
</tbody>
</table>
Appendix 3  Expected Behaviours

SchoolWide Positive Behaviour Support

“Developing a Positive School Environment”

Expected classroom behaviours

1. Sitting on the carpet
   - Cross your legs and put your hands in your lap.
   - Listen to the person speaking by:
     o Sitting still
     o Facing the speaker
     o Eyes on the person speaking
     o Think about what they are saying
     o Being silent
   - Put your hand up, at an appropriate time, if you would like to answer a question or make a statement.
   - Follow the teacher’s instructions or directions.

2. Sitting at your desk
   - Chair legs and desk legs stay on the floor.
   - Put your hand up if you would like to answer or ask a question or make a statement.
   - Hands and feet to yourself.
   - Follow ‘noise’ instructions.
   - Follow teacher instructions the first time.
   - Listen to the teaching.

3. Listening
   - Sit still.
   - Face your body towards the person speaking.
   - Maintain eye contact with the person speaking.
   - Think about what the person is saying.
   - Sit silently.
   - Put your hand up if you would like to answer or ask a question or make a statement. Wait for the speaker.

4. Completing a task
   - Have your equipment ready.
   - (pencil, rubber, book, sheet)
   - Listen to and follow the instructions.
   - Do your best to complete the task.
   - Pay attention to your noise level.
   - (look at the noise level indicator)
   - Put your hand up for help.
   - Hands and feet to yourself.

5. Talking in the classroom
   - Follow noise level indicator.
   - Think before you speak.
   - Classroom talk is about classroom work.
   - Be polite and talk friendly.
   - Put your hand up and wait to be asked before speaking.
   - Respect others’ rights to an opinion.
   - Your work and behaviour is your business, your classmates work and behaviour is their business.

Listening while teacher is talking
When teacher is speaking,
   - be watching,
   - be listening and
   - be thinking.

Raising hand to talk
- When contributing to classroom discussion, raise hand with straight arm.
- Wait quietly for teacher to let you know when to answer.

Talking friendly
- Use nice words.
- Use a nice tone.
- Think before you speak.
SchoolWide Positive Behaviour Support

“Developing a Positive School Environment”

Expected Student Behaviours

The school rules are to be Responsible, Safe and Respectful.

<table>
<thead>
<tr>
<th>1. Using The Toilets</th>
<th>2. Using The Drink Troughs</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Walk into toilets</td>
<td>• Be patient and wait your turn</td>
</tr>
<tr>
<td>• Friends stay in play area</td>
<td>• Keep my mouth away from bubbler</td>
</tr>
<tr>
<td>• Wash hands with soap afterwards</td>
<td>• Keep fingers away from spout</td>
</tr>
<tr>
<td>• Close the cubicle door</td>
<td>• Drink only area</td>
</tr>
<tr>
<td>• Flush toilet and urinal</td>
<td>• Clothes and hair stay dry</td>
</tr>
<tr>
<td>• Use toilet paper to wipe your bottom</td>
<td>• Only turn tap on a little bit</td>
</tr>
<tr>
<td>• Sit on toilet</td>
<td></td>
</tr>
<tr>
<td>• Stand still at the urinal</td>
<td></td>
</tr>
<tr>
<td>• Eating and playing is unhygienic (yukky) in the toilets</td>
<td></td>
</tr>
<tr>
<td>• Our clothes and hair stay dry</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Using Play And /Or Sporting Equipment</th>
<th>4. At An Eating Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Share the equipment</td>
<td>• Walk only</td>
</tr>
<tr>
<td>• Put the gear back when finished</td>
<td>• Sit when eating</td>
</tr>
<tr>
<td>• Use equipment responsibly</td>
<td>• Rubbish in bin – use bins</td>
</tr>
<tr>
<td>• Wear your hat</td>
<td>• Eat own food</td>
</tr>
<tr>
<td>• Be sensible on slide</td>
<td>• Food is for eating not for playing</td>
</tr>
<tr>
<td>• Go down the slide</td>
<td>• Food costs money</td>
</tr>
<tr>
<td>• Be patient and wait your turn</td>
<td>• Eat your lunch</td>
</tr>
<tr>
<td>• Look out for others</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Entering A Teacher Zone Eg Office Or Staff Room</th>
<th>6. Answering The Phone In Their Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Knock before you go in</td>
<td>• Elected person answers or teacher answers the phone.</td>
</tr>
<tr>
<td>• Wait for response or to be invited in</td>
<td>• Say name and class, how can I help</td>
</tr>
<tr>
<td>• Say excuse me please</td>
<td>• Use manners</td>
</tr>
<tr>
<td>• Deliver message</td>
<td>• Remember message – repeat in head</td>
</tr>
<tr>
<td>• Speak calmly and clearly</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Using The Tuckshop</th>
<th>8. On Verandas Or Stairs</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Line up quietly</td>
<td>• Walk zone only</td>
</tr>
<tr>
<td>• Say ‘please’ and ‘thankyou’ when talking to tuckshop ladies’</td>
<td>• Be patient on the stairs</td>
</tr>
<tr>
<td>• Order hot food before school</td>
<td>• Hand rails are for hands only</td>
</tr>
<tr>
<td>• Move quietly back to eating area with your purchase.</td>
<td>• Quiet always – respect other classes</td>
</tr>
<tr>
<td></td>
<td>• Quiet voices</td>
</tr>
<tr>
<td></td>
<td>• Only be there with permission</td>
</tr>
</tbody>
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<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>• Sit with legs crossed and hands in laps</td>
<td>• Sit in your lines</td>
</tr>
<tr>
<td>• Hands and feet to yourself</td>
<td>• Be on time</td>
</tr>
<tr>
<td>• Rocks, pebbles and sticks stay on ground</td>
<td>• Sit quietly</td>
</tr>
<tr>
<td>• Listen to speakers</td>
<td>• Listen and follow instructions</td>
</tr>
<tr>
<td>• Look at speaker</td>
<td>• Hands and feet to yourself</td>
</tr>
<tr>
<td>• Stay in your class line</td>
<td></td>
</tr>
<tr>
<td>• Sit silently – show respect</td>
<td></td>
</tr>
<tr>
<td>• National Anthem – hands by side, face the flag, stand still, sing along.</td>
<td></td>
</tr>
<tr>
<td>11. Moving in lines</td>
<td>12. Crossing Roads</td>
</tr>
<tr>
<td>---------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>• Keep your lines straight</td>
<td>• See crossing supervisor</td>
</tr>
<tr>
<td>• Follow the leader</td>
<td>• Stop and wait at line on footpath</td>
</tr>
<tr>
<td>• Hands by yourself</td>
<td>• Wait for whistle</td>
</tr>
<tr>
<td>• Walk behind the person in front of you</td>
<td>• Walk responsibly</td>
</tr>
<tr>
<td>• Keep up with the group</td>
<td>• LUNCH - Remember to take your money</td>
</tr>
<tr>
<td>• Walk at the leaders pace</td>
<td>• - give your pass to teacher</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Use quiet voices</td>
<td>• Choose game you would like to play</td>
</tr>
<tr>
<td>• Walk only</td>
<td>• Big games everyone is allowed to play</td>
</tr>
<tr>
<td>• Shoes off in media room</td>
<td>(soccer)</td>
</tr>
<tr>
<td>• Bring library bags</td>
<td>• Small games ask politely if you want to</td>
</tr>
<tr>
<td>• Consult with librarian before taking stationary into media room</td>
<td>play (hand ball)</td>
</tr>
<tr>
<td>• Bring books back on time</td>
<td>• Use school equipment only</td>
</tr>
<tr>
<td>• Listen and follow instructions</td>
<td>• Ask the rules and follow game rules</td>
</tr>
<tr>
<td>• Treat books with respect</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Moving to class</th>
<th>Lining up</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Respond to bell / signal immediately.</td>
<td>• Go to toilet and have a drink first.</td>
</tr>
<tr>
<td>• Drink from designated tap.</td>
<td>• Sit in lines.</td>
</tr>
<tr>
<td>• Go to toilet.</td>
<td>• Quiet voices.</td>
</tr>
<tr>
<td>• Take designated route back to class.</td>
<td>• Hands and feet to self.</td>
</tr>
<tr>
<td>(Quickest route NOT through out-of-bounds areas)</td>
<td></td>
</tr>
<tr>
<td>• Line up as expected.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Before School</th>
<th>During School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Right Time, Right Place</strong></td>
<td><strong>Right Time, Right Place</strong></td>
</tr>
<tr>
<td>• Sit on blue court until 8.30am.</td>
<td>• Playtime areas are ovals, library or sports training.</td>
</tr>
<tr>
<td>• After 8.30, move to back oval or ‘Toast and Go’ or ‘Book Buddies’.</td>
<td>• Eat during eating time.</td>
</tr>
<tr>
<td>• Wear your hat when on back oval.</td>
<td>• If you need to eat during play time, sit in designated shaded area until you are finished.</td>
</tr>
<tr>
<td>• Play friendly.</td>
<td>• Walk between eating and play areas.</td>
</tr>
<tr>
<td>• Follow staff’s instructions.</td>
<td>• When bell goes walk to class – toilet and drink on the way.</td>
</tr>
<tr>
<td>• When the bell goes,</td>
<td></td>
</tr>
<tr>
<td>o go to the toilet</td>
<td></td>
</tr>
<tr>
<td>o have a drink.</td>
<td></td>
</tr>
<tr>
<td>o walk to classroom along paths.</td>
<td></td>
</tr>
</tbody>
</table>
Managing Student Behaviour

Student meeting behaviour expectations

Step 1. Positive Acknowledgement
- verbal/visual/body language
- 4 positive comments: 1 negative comment

Step 2. Gotcha ticket

Step 3. Green day on RSR chart

Step 4. Positive report on One School for total number of green days achieved throughout the term.

Class Library time for updating tally sheets data and reporting positive behaviours

Correct choices made

Student not meeting behaviour expectations

Step 1. Language of Correction
- Verbal/visual/body language
- Rule reminder/direct

Behaviour continues

Correct choices made

Step 2. Tally mark recorded

Step 3. Time out in Class:

Behaviour continues

Correct choices made

Step 4. Sent to buddy class
- with work and reflection sheet
- Record on One School

Behaviour continues

Correct choices made

Step 5. Refer to Behaviour Management Teacher / Principal
- Record on One School

Behaviour escalates through failure to comply

Step A. Phone call/message to Behaviour Management Teacher

Step B. Five minute check in by BMT

Step C. Behaviour escalates—escorted to buddy class by Teacher Aide or other available staff member.

Step D. Behaviour escalates—refer to BMT/Principal for support.
- Record on One School
Appendix 5  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 of any description 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 discipline. Items brought to school in breach of school expectation and as a result loss, theft or damage occurs, this may not be investigated.

Confiscation

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.

On occasion parents may allow children to have mobile phones or other technology devices for travel to and from school. These are to be handed into the school office immediately on arrival and collect on departure.

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 Mount Morgan Central State School Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds 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 student at school 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, harassment, 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

\footnote{Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.}
Breach of this policy may be subject to discipline (including suspension and 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 QPS.

**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.

**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 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.

* Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, IPods® and devices of a similar nature.
Appendix 6 Anti-Bullying Program

Mount Morgan Central State School is committed to providing staff and students with a safe and supportive school environment free from harassment of any kind including bullying, whether physical, verbal or psychological. Bullying is the use of aggression with the intention of hurting another person and results in pain and distress to the victim. Bullying is a deliberate act. There is intent to hurt and an imbalance of power between the bully and the victim. There is also the issue of the vulnerability of victims. Bullying can occur in various forms including:

1. **Physical** - hitting, tripping, punching, kicking, pinching, hair pulling, spitting or threatened use of physical violence.
2. **Verbal** - putdowns and name calling, sarcasm, spreading rumours, persistent teasing, threats, writing awful things about someone, leaving hurtful notes, threats and intimidation.
4. **Emotional** - being deliberately left out of a group or activity, exclusion, tormenting (Eg hiding books or school ports, ridicule, humiliation, stealing money and possessions).
5. **Sexual** - unwanted physical contact, abusive, derogatory or homophobic remarks.
6. **Menacing** - demanding money, possessions or to copy homework, as well as demanding the victim’s or bystander’s silence when bullying has taken place.
7. **Communicative** - sending letters, e-mails, text messages or phone calls that are threatening, offensive and obtrusive to the recipient. Sometimes called cyber-bullying. This includes that on social media such as Facebook.

**Signs and Symptoms of Bullying**

Often, victims of bullying are reluctant to tell others what has happened. Should a child show some of the following signs, it may be necessary to talk with them to see if they have experienced bullying. Children may:

- be fearful of walking to or from school, or may change their normal route to school.
- not want to go on the bus.
- be unwilling to go to school or complain of feeling sick each school morning.
- begin doing poorly in school work.
- come home with clothes or books damaged or missing
- become withdrawn, start stammering or lose confidence
- become distressed and anxious or stop eating
- lose money or ask to borrow money (to pay the bully)
- have unexplained scratches, bruises or other injuries
- begin to bully other children or siblings
- become aggressive and unreasonable towards family members or teachers.

**Indicators of Students Who May Bully Others:**

While there is no set description of stereotypical bullying, children who frequently bully share some of the following traits:

- They feel inadequate to cope with everyday events.
- They have often experienced bullying themselves from other students or their families.
- They are victims of some other form of abuse in their lives.
- They don’t know how, or have undeveloped skills, at showing their feelings and emotions in an appropriate manner.
- They are not succeeding at school and feel they have no sense of worth.
- They have themselves been victims of bullying over a long period of time.

**Ways Parents Can Help When Their Child Has Been Bullied:**

When a child has been bullied and is feeling upset, there are a number of positive things that parents are able to do to help them. These may include:

- Encourage the child to talk about their feelings.
- Eliminating (if possible) some of the obvious causes of bullying.
- Building up the self-esteem of the child with encouragement and pointing out their uniqueness and special qualities.
- Teaching children how to cope with teasing
- Making a list of some of the ways the child may be able to respond to bullying.
- Acting out some scenarios and demonstrating the way the child may respond in the role-play.

One of the most important things a parent can do when their child has been bullied is to talk to them about their feelings and what they have experienced. Encourage the child to go through some of the reasons that may have been given about why the child was bullied and see if these may be able to be changed or eliminated.

**Student Processes:**

*The High Five Hand*

DO THE 5
- talk friendly
- talk firmly
- ignore
- walk away
- report it

At Mount Morgan Central State School, we explicitly teach students to “Do the 5” when they are made to feel uncomfortable by others. The High 5 Hand is displayed in all classrooms and is an important part of the teaching processes during the establishment phase of each new semester. This is also followed up regularly during school parades. See Appendix 10.

If students believe that they have been bullied, they should:

1. Tell the person who is bullying in a friendly way that they don’t like it and ask them to stop. (“Stop…..I don’t like what you are saying / doing”)
2. If the person does not stop bullying them, they are to talk to the student firmly - (“Stop Now or I’ll Report It!”)
3. If the student continues the action, IGNORE, WALK AWAY, and REPORT IT to a grown up at the school.
4. Students are encouraged to talk to their parents about the incident when they arrive home. Students are encouraged to talk with their teacher, principal or a school adult about any account of bullying they have been subject to or have seen.

**Staff Processes:**

It is important that staff take accusations of bullying seriously. Incidents may often occur which are not ‘bullying’ but rather a disagreement between students that will be resolved in the normal course of the school day. Teachers should try to determine the extent of the incident, and whether or not it involves bullying, during their initial discussion with the student.

1. Listen carefully to the student who is making the complaint about bullying.
2. If possible, write down,
   a. The name and year level of the student making the complaint (victim)
   b. The name and year level of the offending person (perpetrator)
   c. The date and time of the incident.
   d. Any witnesses to the incident and
   e. What the incident involved.
3. Question the victim to determine if this is an ongoing occurrence of bullying or a one off incident and whether the victim can identify any reason for the bullying.
4. If the teacher reasonably suspects that this is an incidence of bullying they should interview the alleged perpetrator of the bullying to establish their actions and their reasons for bullying the victim. The teacher should aim to ensure that the perpetrator of the bullying understands the effect of their behaviour on the victim who has made the allegation and try to establish reasons why the bullying has occurred.
5. The teacher should then arrange a meeting with themselves and the victim and perpetrator of the bullying so that each person is able to share their concerns and feelings. At this meeting the teacher will try to have both parties propose and agree to a solution to the problem to ensure that the bullying will stop.
6. If appropriate, the teacher should put in place an appropriate consequence which may include parent interviews, time outs / detentions, loss of privileges, and in certain circumstances, suspension.
7. The teacher will make an appointment to speak with the victim in a week’s time to reassess the situation and determine if the bullying has been resolved.
8. The principal should be advised of ongoing bullying incidences.
9. Extreme ongoing incidences of bullying may be referred to the District Behaviour Management Team.

**Parent Processes:**

Parents who have become aware of circumstances of bullying regarding their children are encouraged to follow these guidelines:
1. Ask the child if they have asked the offender to stop the hurtful behaviour.
2. Ask the child if they have reported the incidence of bullying to their teacher or an adult at the school.
3. If necessary, make an appointment to speak to the class teacher who is dealing with the bullying incident.
4. If the child reports that the bullying is continuing, please make an appointment to speak to the principal.

**Proactive School Approach to Bullying:**

At the commencement of the school year, each class will undertake an age appropriate mini-unit during the ‘establishment phase’ of the school year (first fortnight). These will be adapted from quality school based resources such as “Bullying - No Way” and Resilience Programs found in the School Resource Centre. The Anti-Bullying Charter will also form the content of many of the School Assemblies during Term One.

**Mount Morgan Central State School’s Anti-bullying Charter for Students, Staff, Families and Individuals:**

- We will NOT bully others.
- We will help people who are bullied.
- We will make sure no one is left out.
Appendix 7 Working Together To Keep Mount Morgan Central State School Safe

We can work together to keep knives out of school. At Mount Morgan Central 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.

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.

The principal will take decisive 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 as per Level 5 Behaviours
- 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. 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 Mount Morgan Central 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 Principal
Appendix 8  Basic Defusing Strategies For Staff

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 Mount Morgan Central 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 between students, blocking a student’s path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:
- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:
- property destruction
- school disruption
• refusal to comply
• verbal threats
• leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:
• be reasonable in the particular circumstances,
• be in proportion to the circumstances of the incident
• always be the minimum force needed to achieve the desired result, and
• take into account the age, stature, disability, understanding and gender of the student.

Record keeping

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:
• incident report
• Health and Safety incident record
Appendix 9  Lock Down Procedures

LOCKDOWN

Continuous signal
(of repetitive escalating alarm).

Observe student movement plan.

Secure all entry points.

Completion of roll or checklist.

Contact made with office.

Ensure all students and adults
remain in rooms designated.

Return to normal when given the
all clear call from designated
senior staff or Principal.
The High 5 Hand

...when you are made to feel uncomfortable by others...

- Talk Friendly
- Talk Firmly
- Ignore
- Walk Away
- REPORT IT!