



The Code of School Behaviour

Better Behaviour
Better Learning

MEANDARRA STATE SCHOOL

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

1. Purpose

Meandarra State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community as they “strive for excellence.”

2. Consultation and data review

Meandarra State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held during February 2009. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2006-2009 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C/Chair of the School Council and (Regional Executive Director or Executive Director (Schools)) in February 2010, and will be reviewed in 2012 as required in legislation.

3. Learning and behaviour statement

All areas of Meandarra 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 Meandarra State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

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

- Be safe
- Be responsible
- Be respectful
- Be a learner

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour.

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

Facilitating Positive Behaviours / Preventing Problem Behaviours

At Meandarra State School we believe that positive student behaviours are achieved through:

- Adults (staff and parents) modelling standards of positive behaviours,
- Student leaders modelling standards of positive behaviours,
- Actively teaching standards of positive behaviour,
- Developing and enhancing supportive school processes,
- Recognising and rewarding students who meet the required standards of positive behaviour.

Standards of Positive Behaviours to be Modelled

	Adults (Staff and Parents)	Student Leaders
Be Safe	<ul style="list-style-type: none"> • Move safely when walking, riding, driving. • Model appropriate behaviour for various situations – e.g. at sporting events. • Take pride in personal appearance. 	<ul style="list-style-type: none"> • Move safely when walking and riding. • Model correct behaviour for various situations e.g. sit on seats/concrete before school. • Wear the school uniform correctly. • Take pride in personal appearance.
Be a Learner	<ul style="list-style-type: none"> • Embrace the importance of life-long learning. • Are informed – read newsletters, calendars, policies / procedures. 	<ul style="list-style-type: none"> • Are confident, organised, persistent and resilient. • Find the information they need to do their job.
Be Respectful	<ul style="list-style-type: none"> • Speak politely and calmly using a friendly voice / welcoming manner. • Resolve problems / conflicts promptly. • Hear and understand other points of view. • Work towards an improved outcome. • Acknowledge the efforts / good work of others. 	<ul style="list-style-type: none"> • Speak politely and calmly using a friendly voice / manner. • Recognise body messages that warn that you are getting upset / stressed. • Get assistance to resolve conflicts – are prepared to talk through issues with others. • Understand that they can have their say, but not always their way. • Encourage and praise peers for achievements and following school rules.
Be Responsible	<ul style="list-style-type: none"> • Are organised and punctual. • Meet commitments. • Have lessons and resources thoroughly prepared. • Make good choices about what they do and say. 	<ul style="list-style-type: none"> • Are organised and punctual. • Attend to responsibilities of student leaders with enthusiasm. • Complete class and homework tasks. • Play sensible games, care for themselves, others, personal and school property.

Actively Teaching Standards of Positive Behaviour

At Meandarra State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. This strategy is directed towards all students and is designed to prevent problem behaviour as well as providing a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our four school rules. The matrix (see next page) outlines our agreed rules and behavioural expectations in all school settings.

These behavioural expectations are communicated to **students** through:

- Preparation of specific lessons by classroom teachers in consultation with GO/Behaviour Support Teacher (e.g. lessons on how to move around the school grounds, how to be a polite listener etc.)
- Teaching specific behavioural lessons by classroom teachers.
- Programmed whole school focus on specific behavioural lessons
- Reinforcement of learning from specific behavioural lessons, by the principal, on parades.
- Reinforcement of learning from specific behavioural lessons, by staff, during classroom and outdoor activities, and during play time.

These behavioural expectations are communicated to **adults (staff and parents)** through:

- Sharing Information and best practice at staff briefings.
- Classroom Responsible Behaviour Plans sent home with students.
- Regularly including information in the school newsletter.
- Sharing information at P&C meetings.
- Induction programs for new and relief staff.
- School signage.
- School website.

Please refer to the matrix on the following page for behavioural expectations in specific settings.

Matrix of Behavioural Expectations by Setting

	PLAYGROUND	BUS/BIKE RACKS	TRANSITIONING BETWEEN CLASSROOMS	CLASSROOM	TOILETS	LUNCH AREAS
<p>Be Safe</p> <p><i>I will be safe by:</i></p>	<ul style="list-style-type: none"> Being in the right place Using our facilities and equipment properly Wearing a hat when outside Keeping my hands and objects to my-self Demonstrating self control Tying and wearing my shoes correctly unless otherwise directed by a teacher 	<ul style="list-style-type: none"> Walking to and lining up quietly Walking my bike to and from the bike racks Waiting inside the school grounds to be collected 	<ul style="list-style-type: none"> Showing self-control Listening to directions Walking in single file as directed by the teacher 	<ul style="list-style-type: none"> Walking in a calm manner Letting my teacher know where I am going/have been Listening to and following instructions 	<ul style="list-style-type: none"> Walk Washing my hands 	<ul style="list-style-type: none"> Sitting and eating my own food calmly Asking a teacher if I may leave the area Cleaning up around my area
<p>Be A Learner</p> <p><i>I will be a learner by:</i></p>	<ul style="list-style-type: none"> Listening to and following directions Being confident and trying hard Persisting and having a go 	<ul style="list-style-type: none"> Listening to directions 	<ul style="list-style-type: none"> Being aware of others and my surroundings 	<ul style="list-style-type: none"> Being organised and willing to learn Listening to others Persisting with challenging tasks 	<ul style="list-style-type: none"> Returning directly to class 	<ul style="list-style-type: none"> Listening to and following directions
<p>Be Respectful</p> <p><i>I will be respectful by:</i></p>	<ul style="list-style-type: none"> Playing fairly and honestly Accepting differences Taking care of equipment Using a friendly voice/manner Inviting others to join activity Caring for our environment/animals 	<ul style="list-style-type: none"> Speaking politely to others on and off the bus Handling only my bike and belongings Listening to the teachers directions 	<ul style="list-style-type: none"> Moving past other learning areas quietly Using a quiet voice under buildings Listening for instructions Using a polite manner towards others 	<ul style="list-style-type: none"> Giving the speaker my full attention Caring for the equipment in the room/area Raising my hand to speak Listening and following directions Moving quietly in the room 	<ul style="list-style-type: none"> Respecting privacy of others Treating property respectfully. 	<ul style="list-style-type: none"> Sitting quietly and listening for instructions Eating my own food politely Placing all rubbish in the bins Waiting patiently until directed to move Speaking in a quiet speaking voice
<p>Be Responsible</p> <p><i>I will be responsible by:</i></p>	<ul style="list-style-type: none"> Being organised Returning any equipment at the first bell 	<ul style="list-style-type: none"> Listening for your name to be marked off the roll Waiting quietly and listening for instructions 	<ul style="list-style-type: none"> Walking quietly to and from learning settings 	<ul style="list-style-type: none"> Being organised and ready to learn Completing set work at school and at home Persisting with challenging work and being resilient Being honest 	<ul style="list-style-type: none"> Using the toilet at break time Playing in the playground, not the toilet. 	<ul style="list-style-type: none"> Sitting quietly Listening for instructions Encouraging peers to put their rubbish in the bins

Developing and Enhancing Supportive School Processes.

School processes encourage and support positive student behaviours. Supportive school processes include:

- A positive and friendly whole school culture.
- Quality teaching and learning practices.
- A balanced, relevant and engaging curriculum.
- A range of co-curricula and extra-curricula activities.
- Supportive and collaboratively developed programs including SWPBS, Student Leaders, Chaplaincy program.
- Large open play spaces, adventure playgrounds, sporting equipment.

Recognising and Rewarding Students Who Meet The Required Standards Of Positive Behaviour

Students who meet the required standards of positive behaviour will be recognised and rewarded as follows:

- Verbal reinforcement by staff (e.g. thank you for being responsible, I like the way you are walking quietly etc.)
- Classroom rewards (stickers, prizes, free-time, special celebrations).
- Playground rewards (stickers, cards etc.)
- Student of the Week awards.
- Special visit to the principal's office.
- Special Awards and take-home notes presented weekly by principal.
- Recognition in weekly newsletter.
- Awards Night awards and prizes (academic, sporting, cultural, citizenship, 100% attendance.)

The matrix on the following page summarises the variety of parade awards available for students who meet the required standards of positive behaviour.

Teachers use a variety of classroom incentives and rewards relevant to the age and interest of their students e.g. 'high fives', stickers, stamps, lucky dips, play money, green cards, 'pick-a-box' etc.

MEANDARRA STATE SCHOOL – STUDENT OF THE WEEK AWARDS

Known As

Student of the Week



*Organiser /
Framework*

School Rules/Classroom Tasks



Quantity

Class/Whole School



Frequency

Weekly



How generated

Template (G://



Reward

Certificate and Lucky Dip



Presented at

Parade



*Who Records on
OneSchool*

Recorded in Day Book by class teacher/Entered into OneSchool by Teacher Aide

Responding to Unacceptable Behaviour

Definitions

Meandarra State School community acknowledges that 80% to 90% of students will have little or no difficulty meeting the required standards of positive behaviour.

10% to 15% may need additional support and intervention on occasions.

For a variety of reasons, 2% to 5% of students may not respond to initial efforts and may need more intensive support and / or flexible learning options to enable them to continue their learning.

Responses to unacceptable behaviour are determined by the level of the behaviour and the frequency of its occurrence, as shown by the table below:

	Low Frequency	High Frequency
Low Level Behaviour	Low level, low frequency unacceptable behaviour.	Low level, high frequency unacceptable behaviour.
High Level Behaviour	High level, low frequency unacceptable behaviour.	High level, high frequency unacceptable behaviour.

Low level behaviours are those that:

- Are minor breaches of the school rules.
- Do not violate the rights of others in any other serious way.
- Do not seriously harm others.

High level behaviours are those that:

- Are major breaches of the school rules.
- Significantly violate the rights of others.
- Put others / self at risk of harm.

Low frequency behaviours are those that:

- Occur occasionally and
- Do not indicate a pattern of unacceptable behaviours.

High frequency behaviours are those that:

- Are repeated and
- Indicate a pattern of unacceptable behaviours.

Examples of Types of Unacceptable Behaviour

The following table provides some *examples* of behaviours which may fall within each quadrant of the table / matrix above. These are examples only and are not intended to be an exhaustive list.

	Low Frequency	High Frequency
Low Level Behaviour	<p><u>Examples of low level – low frequency unacceptable behaviours</u></p> <ul style="list-style-type: none"> • Student disrupts the class by making a silly comment during a science lesson. • Student running on concrete path at the beginning of a play break. 	<p><u>Examples of low level – high frequency unacceptable behaviours</u></p> <ul style="list-style-type: none"> • Student disrupts class a number of times during a maths lesson by knocking items off desk, making silly noises, throwing pieces of paper at the fan, scribbling on pad, rocking on chair. • Student playing running / chasing games on concrete a number of times.
High Level Behaviour	<p><u>Examples of high level – low frequency unacceptable behaviours</u></p> <ul style="list-style-type: none"> • Student deliberately damages the project work of another student. • Student hits / strikes / kicks another student. 	<p><u>Examples of high level – low frequency unacceptable behaviours</u></p> <ul style="list-style-type: none"> • Student damages own property, school property and property of other students. • Student has been involved in a number of incidents of physical aggression. • Major bullying / harassment including behaviour outside of school that affects good order and management of the school • Bringing knives to school

See also Appendix 1 for more examples of low-level and high-level unacceptable behaviours.

Responses to unacceptable behaviour are further determined by whether the unacceptable behaviour occurs in a teaching / learning situation (classroom, library, music room, P.E. lesson, outdoor activity, organised sport etc.) or during play time, including before and after school.

Responses to Unacceptable Behaviours – Teaching / Learning Situation (Classroom, library, music room, P.E. lesson, outdoor activity, organised sport etc.)

	Low Frequency	High Frequency
Low Level Unacceptable Behaviour	<ul style="list-style-type: none"> • Rule Reminder (Teacher asks: <i>'What are you doing? What are you supposed to be doing? What help do you need to do your job/work?'</i>) • Direction (Teacher says <i>'Name, you need to sit on your bottom now, thanks.'</i>) • Reflection (Teacher says <i>'Name, how can you act more safely / respectfully / responsibly?'</i>) • Parallel Praise (Teacher says <i>'I really like the way name is working quietly.'</i>) • Identifying the Behaviour (Teacher says, <i>'Name, you are scribbling on your book. I need you to stop scribbling and start working now, thanks.'</i>) 	<ul style="list-style-type: none"> • Time away, in classroom. • Time away, in another classroom. • Catch up unfinished work in-class before school or during play break. • Attend homework club to do / complete homework. • Individual meeting with student. • Withdrawal of privilege. • Apology / restitution. • Parent contact. • Implement <u>Targeted Behaviour Support Strategies</u> – see below. • Develop an individual management plan. • Involvement of Administration • Involvement of Guidance Officer • Involvement of Behaviour Support Team. • In-School Suspension • Formal Suspension
High Level Unacceptable Behaviour	<ul style="list-style-type: none"> • Apology / restitution. • Time away, in classroom. • Involvement of Administration • Time away, in another classroom. • Parent contact. • Formal detention (parents advised) • In-School Suspension • Formal Suspension 	<ul style="list-style-type: none"> • Involvement of Administration • Parent involvement. • Time away, in another classroom. • Formal detention (parents advised) • Participation in anti-bullying program • Implement <u>Intensive Behaviour Support Strategies</u> – see below. • Involvement of Guidance Officer • Involvement of Behaviour Support Team. • In-School Suspension • Formal Suspension Negotiated re-entry or Behaviour Improvement Condition • 'Proposal to Exclude' or 'Recommendation to Exclude'

Student disciplinary absences (suspensions) are to be used after consideration has been given to all other responses.

Classroom teachers will develop a **Classroom Responsible Behaviour Plan** in consultation with students, clearly stating expected behaviours, rewards for following class rules and consequences for breach of class rules. See **Appendix 2** for the Classroom Responsible Behaviour Plan template.

Responses to Unacceptable Behaviours During Play Time, Including Before And After School

	Low Frequency	High Frequency
Low Level Unacceptable Behaviour	<ul style="list-style-type: none"> • Rule Reminder (e.g. Teacher asks: <i>'Name, how do you move on concrete?'</i>) • Direction (e.g. Teacher says <i>'Name, put the stick on the ground now, thanks.'</i>) • Reflection (Teacher says <i>'Name, how can you act more safely / respectfully / responsibly?'</i>) 	<ul style="list-style-type: none"> • Walk with teacher on duty for the remainder of the break. • Sit under the 'time-out' tree. • Sit on a seat (veranda, oval, under B Block) • Clean up area of grounds under supervision of teacher on duty. • Apology / restitution. • Implement <u>Targeted Behaviour Support Strategies</u> – see below. • Remove from playground. • Withdrawal of privilege. • Parent contact • Develop an individual management plan (parents advised). • Involvement of Administration
High Level Unacceptable Behaviour	<ul style="list-style-type: none"> • Sit under a 'time-out' tree. • Sit on a seat (veranda, oval, under B Block) • Apology / restitution. • Formal detention (parents advised) • Involvement of Administration • Parent contact. • In-School Suspension • Formal Suspension • Recommendation for Exclusion 	<ul style="list-style-type: none"> • Involvement of Administration • Parent involvement. • Implement <u>Intensive Behaviour Support Strategies</u> – see below. • Managed playground access • Involvement of Guidance Officer • Involvement of Behaviour Support Team. • In-School Suspension • Formal Suspension Negotiated re-entry or Behaviour Improvement Condition • 'Proposal to Exclude' or 'Recommendation to Exclude'

Student disciplinary absences (suspensions) are to be used after consideration has been given to all other responses.

Homework

Principles:

- Homework quantity and frequency will be set in accordance with Education Qld's policy and guidelines.
- Teachers will clearly communicate homework expectations to students and parents (commonly, at Parent Information Sessions held in term 1.)
- Support will be offered to students who do not complete homework.
- Early and open communication between teacher and parents will occur where students do not complete homework.

Supporting Students

- Students who fail to complete homework may be supported in one of the following ways:
 - Ensuring students take home their homework books and materials and return them to school by the homework due date.
 - Teachers checking for student understanding e.g. working through part of the homework sheet, one-on-one with the student.
 - Having student work in classroom during play breaks (max. one / day).
 - Seeking parental assistance by phone call or informal chat.
- Where non-completion of homework indicates a pattern of unacceptable practice, the following steps may be taken:
 - Teacher requests an interview with both student and parent.
 - Develop a plan involving student, parent and teacher to ensure completion of homework e.g. student is taken to homework club each morning.
 - Principal Involved.

Targeted Behaviour Support

Each year a small number of students at Meandarra State School are identified through our data as needing a little bit extra in the way of targeted behavioural support. In most cases the problem behaviours of these students are low level, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

School and class strategies that develop and encourage acceptable behaviour and provide support and / or intervention include:

- Setting personal behaviour and academic goals.
- Monitoring and sharing student progress in meeting goals
- Developing a 'check-in' program where the student 'checks-in' with an adult before school, and at eating and play time. This provides opportunity to re-affirm goals, check on potential problems, be aware of where the student is and whom s/he is interacting with.
- Rewarding the student for meeting set goals.
- Recruiting peer support – students who can help keep a student 'on track'.
- Providing 'chill-out' spaces / rooms e.g. homework club, library, and veranda.
- Targeting students for inclusion in the Anti-Bullying Program.
- Involving parents in setting goals and providing rewards.

Intensive Behaviour Support

Meandarra State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support.

Intensive Behaviour Support Strategies include:

- Developing individual management plans.
- Developing behaviour contracts.
- Working with parents to develop rewards and consequences.
- Working with outside personnel and agencies including District Behaviour Support Team, Guidance Officer.
- Training to assist staff and students to cope with difficult situations.

5. Emergency or critical incident responses

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

Basic defusing strategies

Avoid escalating the problem behaviour

(Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language).

Maintain calmness, respect and detachment

(Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally).

Approach the student in a non-threatening manner

(Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates).

Follow through

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

Debrief

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

Physical Intervention

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

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

Appropriate physical intervention may be used to ensure that the 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 (Appendix 5)
- [Health and Safety incident record](#) (link)
- debriefing report (for student and staff) (Appendix 6).

6. Network of student support

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

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- School Chaplain
- District Behaviour Support Team

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

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Neighbourhood Centre.

7. Consideration of individual circumstances

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

Meandarra State School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
 - express opinions in an appropriate manner and at the appropriate time
 - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
 - receive adjustments appropriate to their learning and/or impairment needs,

8. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

9. 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](#)

10. Some related resources

- [Bullying. No Way!](#)
- [Schoolwide Positive Behaviour Support](#)
- [Code of Conduct for School Students Travelling on Buses](#)

Endorsement

Principal

P&C President or
Chair, School Council

Assistant Regional Director

Effective Date: 1 January 2012 – 31 December 2015

Appendix 1

The following table outlines examples of low level and high level unacceptable behaviours:

	Area	Low Level Behaviours	High Level Behaviours
Being Safe	Movement around school	<ul style="list-style-type: none"> Running on concrete or around buildings Running in stairwells Not walking bike in school grounds 	
	Play	<ul style="list-style-type: none"> Incorrect use of equipment Not playing school approved games Playing in toilets Playing with sticks and stones 	<ul style="list-style-type: none"> Throwing objects dangerously Possession of weapons* Dangerous play
	Physical contact	<ul style="list-style-type: none"> Minor physical contact (eg: pushing, tripping and shoving) 	<ul style="list-style-type: none"> Serious physical aggression Fighting Violence* Bringing knives to school
	Correct Attire	<ul style="list-style-type: none"> Not wearing a hat in playground Not wearing shoes outside Uniform not worn appropriately Wearing inappropriate jewellery 	
	Other		<ul style="list-style-type: none"> Possession or selling of drugs*
Being Responsible	Class tasks	<ul style="list-style-type: none"> Not completing set tasks that are at an appropriate level Refusing to work 	
	Being in the right place	<ul style="list-style-type: none"> Not being punctual (eg: lateness after breaks) Not in the right place at the right time. 	<ul style="list-style-type: none"> Leaving class without permission (out of sight) Leaving school without permission
	Follow instructions	<ul style="list-style-type: none"> Low intensity failure to respond to adult request Non compliance Unco-operative behaviour 	<ul style="list-style-type: none"> Defiant behaviour – continual
	Honesty	<ul style="list-style-type: none"> Minor dishonesty 	<ul style="list-style-type: none"> Major dishonesty
	Rubbish	<ul style="list-style-type: none"> Littering 	
	Mobile Phone	<ul style="list-style-type: none"> Mobile phone switched on in any part of the school at any time 	<ul style="list-style-type: none"> Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation
Being Respectful	Language	<ul style="list-style-type: none"> Inappropriate language (written/verbal) Calling out Poor attitude Disrespectful tone 	<ul style="list-style-type: none"> Offensive language Aggressive language Verbal abuse / directed profanity Belligerence
	Property/wildlife	<ul style="list-style-type: none"> Petty theft Lack of care for the environment/animals 	<ul style="list-style-type: none"> Stealing / major theft Wilful property damage Vandalism
	Others	<ul style="list-style-type: none"> Not playing fairly Minor disruption to class Minor defiance Minor bullying / harassment 	<ul style="list-style-type: none"> Major bullying / harassment including behaviour outside of school that affects good order and management of the school Major disruption to class Blatant disrespect Major defiance
Being A Learner	Class	<ul style="list-style-type: none"> Not on task Not doing your best Not using your time effectively Not being organised Not listening Not following instructions 	<ul style="list-style-type: none">

* 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.

Appendix 2

Classroom Responsible Behaviour Plan

Our school and classroom rules are

- Be safe
- Be respectful
- Be responsible
- Be a learner.

To follow the rules in our classroom we.....

- Raise our hand to speak (Be respectful)
- Work quietly without disturbing others (Be respectful)
- Do our neatest and best work all the time (Be a learner)
- Move carefully and quietly in the classroom (Be safe)
- Keep our area and the classroom tidy (Be responsible)

When we follow the school and classroom rules we may be rewarded with:

- Verbal praise.
- Stickers.
- Free time.
- Class game.
- Lucky dip.

If we choose not to follow the school rules, we can expect to:

- Be reminded of the rules.
- Be given a yellow (warning) or red card.
- Lose points for our group.
- Have time out at the back of the classroom.
- Have time out in another classroom.
- Catch up missed work during playtime.
- Have a privilege removed.
- Have our teacher contact our parents.
- Be sent to the office

Parent's Acknowledgement

I have received the Classroom Responsible Behaviour Plan for class _____ and discussed it with my child.

Comments: _____

(Signed)

The Use of Personal Technology Devices at Meandarra State 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.

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 from the time of arrival at school until the end of the school day. These devices are brought to school at the owner's risk. The school will not be responsible for personal technology devices which are lost / stolen, and staff will not conduct investigations, searches etc. to locate personal technology devices which are lost / stolen.

Confiscation

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.

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 Meandarra 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 bullying¹ or 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

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. 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 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 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.*

¹ Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.

Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)

Purpose

1. Meandarra State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and 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 Meandarra State School. 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 Meandarra 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 Meandarra 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 Meandarra 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 4 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 nonclassroom 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 nonclassroom areas of the school
 - A high level of quality active supervision is a permanent staff routine in the nonclassroom 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 nonclassroom areas.

9. 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.

10. 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 Meandarra 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'.

11. Meandarra 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.

WORKING TOGETHER TO KEEP MEANDARRA STATE SCHOOL SAFE

We can work together to keep knives out of school. At Meandarra SS:

- Every student has the right to feel safe and be safe at school.
- There is no reason for a student to have a knife, or any other weapon, at school.
- No knives, or any other weapon, are allowed to be taken to school by students.
- It is against the law for a student to have a knife or weapon at school.
- A student that has a knife or weapon at school can receive very serious consequences.

What kinds of knife are banned?

You are not allowed to have any type of knife or weapon at school including:

- flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives
- any item that can be used as a weapon, for example, a chisel.

If you need a knife or tools for school subjects, school staff will provide them and supervise their use.

What will happen if I bring a knife or weapon to school?

- If you have a knife or weapon at school, the principal may call the police.
- Police can search you and your property at school if they think you have a knife.
- If you have a knife at school, you may be disciplined. For example, suspension or exclusion depending on the circumstances.
- You may be charged with a criminal offence and face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers can be searched if the principal suspects that you have a knife on or in school property.
- If the principal thinks you have a knife in your bag, the bag can be confiscated until police arrive.
- If you have a knife at school, it can be confiscated by the principal and given to the police.
- You may face serious disciplinary consequences if you bring a knife to school.

How can I help to keep Meandarra State School safe?

- Make sure you know the laws and rules about knives and other weapons.
- Ask your parents not to put knives or knife tools in your lunch box, pencil case or craft kit.
- Contact your teacher if you are being bullied or threatened at school.
- Immediately tell a teacher or adult if you think someone has a knife at school, or if they say they will bring a knife to school.
- Immediately tell a teacher if a student is threatening anyone with an object that could injure them.

Incident Report for Physical Intervention

Name:

Date:

Person Completing Form:

Name PROBLEM BEHAVIOUR		
Date of incident	Time incident started	Time incident ended
Where was the student when the incident occurred?		
Who was working with the student when the incident occurred?		
Where was staff when the incident occurred?		
Who was next to the student when the incident occurred?		
Who else was in the immediate area when the incident occurred?		
What was the general atmosphere like at the time of the incident?		
What was the student doing at the time of the incident?		
What occurred immediately before the incident? Describe the activity, task, event.		
Describe what the student did during the incident.		
Describe the level of severity of the incident. (e.g. damage, injury to self/others)		
Describe who or what the incident was directed at.		
What action was taken to de-escalate or re-direct the problem?		
Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing).		

Debriefing Report for Physical Intervention

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:

- Reverse or minimise the negative effects of physical intervention
- Prevent the future use of physical intervention
- Address organisational problems and make appropriate changes

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).

Debriefing should provide information on:

- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

The specific questions we want to answer through the debriefing process are:

- **FACTS:** what do we know happened?
- **FEELINGS:** how do you feel about the event that happened?
- **PLANNING:** what can/should we do next?

Questions for staff

- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was your emotional state at the time of the escalation?

Questions for student

- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- Is there anything that you would do differently?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

For students who have language or communication difficulties the debriefing process will need to be modified to accommodate their specific receptive and expressive needs.