Mackenzie River State School
“They Who Try Succeed”

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

1. Purpose
Mackenzie River 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. We have high expectations for student learning and behaviour to progress our current school priorities of reading and spelling.

2. Consultation and data review
Mackenzie River 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 and Assistant Regional Director in October 2012, and will be reviewed in 2015 as required in legislation.

3. Learning and behaviour statement
All areas of Mackenzie River 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 Mackenzie River 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.

These high standards of responsible behaviour are reinforced through the You Can Do It social-emotional health program which is based on 5 keys to success: Confidence, Getting Along, Organisation, Persistence and Resilience.
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

**Universal Behaviour Support**

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Mackenzie River State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our three school rules. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

<table>
<thead>
<tr>
<th>SCHOOLWIDE EXPECTATIONS TEACHING MATRIX</th>
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</thead>
<tbody>
<tr>
<td><strong>ALL AREAS</strong></td>
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<td>-------------</td>
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<tr>
<td><strong>BE RESPECTFUL</strong></td>
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<tr>
<td>Use equipment appropriately</td>
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<tr>
<td>Keep hands, feet and objects to yourself</td>
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<tr>
<td><strong>BE RESPONSIBLE</strong></td>
</tr>
<tr>
<td>Ask permission to leave the classroom</td>
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<tr>
<td>Be on time</td>
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<tr>
<td>Be in the right place at the right time</td>
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<tr>
<td>Follow instructions straight away</td>
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<tr>
<td></td>
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<tr>
<td><strong>BE SAFE</strong></td>
</tr>
<tr>
<td>Respect others’ personal space and property</td>
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<tr>
<td>Care for equipment</td>
</tr>
<tr>
<td>Clean up after yourself</td>
</tr>
<tr>
<td>Use polite language</td>
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<tr>
<td>Wait your turn</td>
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</tbody>
</table>

These expectations are communicated to students via a number of strategies, including:

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.
Mackenzie River State School implements the following proactive and preventative processes and strategies to support student behaviour:

- Open communication with the school community on The Code of School Behaviour and the school’s Responsible Behaviour Plan for Students.
- Comprehensive induction programs in the Mackenzie River State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Development of specific policies to address:
  - The Use of Personal Technology Devices* at School (Appendix 1)
  - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).

**Reinforcing expected school behaviour**

At Mackenzie River State School communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

**Encouraging and maintaining positive behaviours**

- Classroom rules and expectations
- Reflect the values of the wider school community
- Embody the key messages and a common language
- Recognise and focus on positive practices and behaviours
- Are fair, clear and framed in a positive way
- Are developed collaboratively with the class and continually revisited
- Are modelled by staff
- Are implemented in a consistent, fair and just manner.
- Are in line with the values associated with the You Can Do It social emotional health program.

**Teaching Expected Behaviours**

**Understanding Expectations Process**

The process for developing an understanding of the expected behaviours involves:

- Working collaboratively with the whole school community
- Modelling of expected behaviours by all staff at all times
- Systematically teaching and reinforcing the expectations at the whole school level (Student of the Week, student rewards, newsletters, focussed teaching on relevant topic, special events etc.
- All staff repeatedly re-teaching the expectations and correcting students as part of their everyday practice.

**Systematic Teaching of Expectations across the Whole School**

- An integral facet of Mackenzie River State School is the explicit teaching of expected behaviours. The school expectations based on these values are detailed across all school contexts within the Behaviour Expectations Matrix.
SPECIFIC PROCEDURES FOR ENCOURAGING EXPECTED BEHAVIOURS

Individual Incidences of Appropriate Behaviour(s)

Non–classroom Lessons
Whole School Program
* Stickers/stamps/ticks
Teachers, Admin, Teacher Aides, Specialist teachers and relief teachers

Classroom
Whole Class Program
Teacher and student agree on type of classroom reward
Varies per term/semester
Reward used to positively reinforce good classroom behaviours

Playground
Whole School Program
Students grouped to play sports – lower/upper
Senior students to reinforce appropriate behaviours ‘Majority rules’

* Extrinsic rewards
* Verbal praise

Classroom
Class Negotiated Rewards
Some examples might include….
* Hot Box
* Free Time
* Computer time
* Rewards chart – prizes
Rotate term/semester/yearly

Academic: Whole school
* Celebrate student achievements on parade and in the newsletter
* Send newsletter to wider community
* Awards Night trophy presentations
* Celebrate achievements academic tests

Sporting: Whole School
* Celebrate both school and non-school sporting achievements through newsletter
* Send newsletter Federal member (student achievements recognised)
* Sporting awards on Awards Night

Community
Celebrate special days with luncheon, P&C Night (family night)

OTHER RECOGNITION PROGRAMS

Awards:
• Leadership
• Sport
• Citizenship

These awards are over and above the regular school/classroom awards and are presented at the annual Awards Night. (They are separate to the regular reinforcement program.)
Responding to unacceptable behaviour

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

Re-directing low-level and infrequent problem behaviour

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations.

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

Targeted behaviour support:

Due to the size of Mackenzie River State School, it is important to recognise that all staff are involved in the support of students who may need more targeted behaviour support. Contact is made between the students and the members of staff every day, in the playground and the classrooms. Staff meetings are used to identify students who may require targeted support, and a team approach is used to formulate and record strategies for implementation. Parents/caregivers can become involved in the support through the Principal.

Strategies used for targeted behaviour support include:

- curriculum adjustment
- verbal and non-verbal
- increased attention
- communication with the school community
- added responsibilities.

| Curriculum Adjustment          | Staff determine whether a student may need further support in curriculum related areas, and adjustments are made where necessary. This may involve:
|-------------------------------|------------------------------------------------------------------------------------------------------------------|
|                               | • Working with a Teacher Aide or Learning Support teacher
|                               | • Adjusted class work
|                               | • Working with a peer or older student.

| Verbal                        | Verbal reinforcement, used every day in both the classroom and playground, includes:
|-------------------------------|------------------------------------------------------------------------------------------------------------------|
|                               | • Specific reinforcement e.g. Thank you for sitting down.
|                               | • Targeted direction giving.

| Non-Verbal                    | Non-verbal reinforcement, used every day in both the classroom and playground, includes:
|-------------------------------|------------------------------------------------------------------------------------------------------------------|
|                               | • Body language – smile, thumbs up
|                               | • Behaviour charts
|                               | • Proximity to the child in terms of desk placement or where staff members are standing
|                               | • Awards

| Increased attention           | Students may require increased attention for either curriculum needs or to reinforce acceptable behaviour. This may occur through:
|-------------------------------|------------------------------------------------------------------------------------------------------------------|
|                               | • One on one curriculum support with the teacher
|                               | • Teacher Aide support
|                               | • Work with Learning Support teacher
|                               | • Curriculum support through an older classmate.

| Communication within          | Communication with the parents/caregivers occurs through all
the school community

<table>
<thead>
<tr>
<th>Added responsibilities - meaningful roles</th>
<th>A child who is receiving targeted behaviour support may benefit from added responsibilities within the class or school. These responsibilities can include:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Peer tutoring</td>
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<td></td>
<td>• Working with a younger or older classmate</td>
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<td></td>
<td>• Specially created classroom/school job</td>
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</tbody>
</table>

Intensive behaviour support: Behaviour Support Team
Mackenzie River 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. The Principal and classroom teacher:
• works with other staff members to develop appropriate behaviour support strategies
• monitors the impact of support for individual students through continuous data collection
• makes adjustments as required for the student, and

Mackenzie River State School has a simple and quick system in place. Following an incident, the Principal contacts parents and any relevant staff members to form a support team and begin the assessment and support process.

5. Consequences for unacceptable behaviour
Mackenzie River State School takes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

Minor and major behaviours
When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:
• Minor problem behaviour is handled by staff members at the time it happens
• Major problem behaviour is referred directly to the Principal

Minor behaviours are those that:
• Are minor breeches of the school rules
• Do not seriously harm others or cause you to suspect that the student may be harmed
• Do not violate the rights of others in any other serious way
• Are not part of a pattern of problem behaviours
• Do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:
• A minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.

• A re-direction procedure. The staff member takes the student aside and:
  1. Names the behaviour that student is displaying,
  2. Asks student to name expected school behaviour,
  3. States and explains expected school behaviour if necessary
  4. Gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:
• Significantly violate the rights of others
• Put others / self at risk of harm
• Require the involvement of school Administration.

Major behaviours may also include repeated breaches of a minor behaviour.

**Major** behaviours result in an immediate referral to the Principal because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour.

Major problem behaviours may result in the following consequences:

- **Level One:** Time in office, removal to withdrawal room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence
  
  **AND/OR**
  
- **Level Two:** Parent contact, referral to Guidance Officer, suspension from school
  
  - If a student is suspended for 1 – 5 days, the Principal will take reasonable steps to ensure student is given school work to allow student to continue with their education.
  
  - If a student is suspended for 6 – 20 days, the Principal will arrange student access to an education program to allow student to continue with their education.

- **Level Three:** Students who engage in very serious problem behaviours such as major violent physical assault, use of social media to cause major disruption to the safety and good order of the school, or the use or supply of **knives** (Refer to Appendix 5 for further information), weapons or drugs can expect a proposal and recommendation for exclusion from school following an immediate period of suspension.

**School Disciplinary Actions**

When all reasonable efforts to manage the student’s behaviour have failed and other consequences considered, a school disciplinary absence will be considered.

If in the event of a student being suspended, Mackenzie River State School will ensure the continuity of educational programs for that student as outlined in the policy, ‘Safe, Supportive and Disciplined School Environment’:

**Suspension:**

- If a student is suspended for 1 – 5 days, the Principal will take reasonable steps to ensure student is given school work to allow the student to continue with their education.

- If a student is suspended for 6 – 20 days, the Principal will arrange student access to an education program to allow the student to continue with their education

**Exclusion:**

- Should the student’s behaviour result in a proposed/recommended exclusion, the Principal will ensure that regional case management processes are followed to support the successful re-engagement for the student into another learning/alternative program.
The following table outlines examples of major and minor problem behaviours:

<table>
<thead>
<tr>
<th>Area</th>
<th>Minor</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Movement around school</td>
<td>- Running on concrete or around buildings</td>
<td>- Throwing objects</td>
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<td></td>
<td>- Running in stairwells</td>
<td>- Possession of weapons</td>
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<tr>
<td></td>
<td>- Not walking bike in school grounds</td>
<td>- Possession of a knife or similar sharp object</td>
</tr>
<tr>
<td></td>
<td>- Not playing bike in school grounds</td>
<td>- Use of an object as a means to harm others</td>
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<tr>
<td>Play</td>
<td>- Incorrect use of equipment</td>
<td>- Serious physical aggression</td>
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<tr>
<td></td>
<td>- Not playing school approved games</td>
<td>- Fighting</td>
</tr>
<tr>
<td></td>
<td>- Playing in toilets</td>
<td></td>
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<tr>
<td>Physical contact</td>
<td>- Minor deliberate physical contact with another student (eg: pushing and shoving)</td>
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<tr>
<td>Correct Attire</td>
<td>- Not wearing a hat in playground</td>
<td>- Possession of selling of drugs</td>
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<tr>
<td></td>
<td>- Not wearing shoes outside</td>
<td>- Entering an out of bounds area which could endanger yourself or others.</td>
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<tr>
<td></td>
<td>- Uniform/ hair/ make up/ jewellery transgressions</td>
<td>- Leaving school grounds without permission</td>
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<tr>
<td></td>
<td>- Treating in toilets</td>
<td>- Possession of a knife or other weapon</td>
</tr>
<tr>
<td>Other</td>
<td>- Eating/ drinking in classrooms</td>
<td></td>
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<tr>
<td></td>
<td>- Entering an out of bounds area</td>
<td></td>
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<tr>
<td>Class tasks</td>
<td>- Not completing set tasks that are at an appropriate level</td>
<td>- Cheating on a test</td>
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<tr>
<td></td>
<td>- Refusing to work</td>
<td></td>
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<tr>
<td>Being in the right place</td>
<td>- Not being punctual (eg: lateness after breaks)</td>
<td>- Leaving class without permission (out of sight)</td>
</tr>
<tr>
<td></td>
<td>- Not in the right place at the right time.</td>
<td>- Leaving school without permission</td>
</tr>
<tr>
<td>Follow instructions</td>
<td>- Low intensity failure to respond to adult request (ignoring instruction)</td>
<td></td>
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<tr>
<td></td>
<td>- Non compliance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Unco-operative behaviour</td>
<td></td>
</tr>
<tr>
<td>Accept outcomes for behaviour</td>
<td>- Minor dishonesty</td>
<td>- Major dishonesty</td>
</tr>
<tr>
<td>Rubbish</td>
<td>- Littering</td>
<td></td>
</tr>
<tr>
<td>ICT/ Mobile Phone/ Social Media</td>
<td>- ICT breach (minor)</td>
<td>- ICT breach (major)</td>
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<tr>
<td></td>
<td>- Mobile phone/mP3 player switched on in any part of the school at any time without authorisation (written permission from an authorised staff member)</td>
<td>- Use of a mobile phone/mP3 player in any part of the school for voicemail, email, text messaging or filming purposes without authorisation</td>
</tr>
<tr>
<td></td>
<td>- Accessing social media, such as Facebook, during school time.</td>
<td>- Using social media, such as Facebook, during school time which leads to the disruption of the safety and good order of the school.</td>
</tr>
<tr>
<td>Language</td>
<td>- Inappropriate language (written/verbal)</td>
<td>- Offensive language</td>
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<tr>
<td></td>
<td>- Calling out</td>
<td>- Aggressive language</td>
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<tr>
<td></td>
<td>- Poor attitude</td>
<td>- Directed verbal abuse / profanity</td>
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<tr>
<td></td>
<td>- Disrespectful tone</td>
<td></td>
</tr>
<tr>
<td>Property</td>
<td>- Petty theft</td>
<td>- Stealing / major theft</td>
</tr>
<tr>
<td></td>
<td>- Lack of care for the environment</td>
<td>- Willful property damage</td>
</tr>
<tr>
<td></td>
<td>- Disrespectful tone</td>
<td>- Vandalism</td>
</tr>
<tr>
<td>Others</td>
<td>- Not playing fairly</td>
<td>- Major bullying / harassment</td>
</tr>
<tr>
<td></td>
<td>- Minor disruption to class</td>
<td>- Major disruption to class</td>
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<tr>
<td></td>
<td>- Minor defiance</td>
<td>- Blatant disrespect</td>
</tr>
<tr>
<td></td>
<td>- Minor bullying / harassment</td>
<td>- Major defiance</td>
</tr>
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6. Emergency or critical incident responses

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

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

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

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

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

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

Physical Intervention
Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:
• physically assaulting another student or staff member
• Posing an immediate danger to him/her or to others.

Appropriate physical intervention may be used to ensure that Mackenzie River 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 (Appendix 3)
- Health and Safety incident record (link)
- Debriefing report (for student and staff) (Appendix 4).
7. Network of student support

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

- Parents
- Teachers
- Support Staff
- Guidance Officer(on request)
- Advisory Visiting Teachers
- Local Police Officer

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.

8. Consideration of individual circumstances

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

Mackenzie River 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:
  o Express opinions in an appropriate manner and at the appropriate time
  o Work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  o Receive adjustments appropriate to their learning and/or impairment needs,
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

- 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: ________________________  Regional Executive Director or Executive Director (Schools): ________________________

Effective Date: 1 January 2010 – 31 December 2013
Appendix 1

The Use of Personal Technology Devices* at School

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Personal Technology Device Etiquette
Bringing personal technology devices to school is not encouraged by the school because of the potential for theft. However, if they are brought to school, they must be used only at the direct discretion of the teacher.

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 Mackenzie River 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 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

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*Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.*
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.*
Appendix 2

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

**Purpose**

1. Mackenzie River 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 Mackenzie River 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 Mackenzie River State School include:
   - **Physical:** Pushing, kicking, hitting, pinching, taking others’ belongings, producing offensive graffiti, and other forms of violence or threats.
   - **Verbal:** Name-calling, taunting, mocking, sarcasm, making offensive comments, cruel teasing
   - **Emotional:** Excluding, tormenting, ridiculing, humiliating, threatening gestures
   - **Racist:** Using racist taunts, gestures or graffiti
   - **Sexual:** Abusive sexual comments, homophobic slurs or gestures
   - **Cyber or online:** using a mobile phone/other electronic means (including email) to send inappropriate messages (e.g. to communicate hurtful/threatening comments), setting up hate websites, phoning a mobile to abuse a victim, sending offensive or degrading images by phone or internet, forwarding of other students’ private communication, using social media to harm another person/persons
   - **Indirect bullying:** gossiping/spreading hurtful and untruthful rumours, or explicit ostracism from social groups or activities

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 Mackenzie River 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 Mackenzie River State School are an addition to our already research-validated school-wide 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 school-wide universal behaviour support practices will be maintained at all times. This will ensure that:
   • Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
   • All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school

9. 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 Mackenzie River 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’.
## Incident Report

Name:        Date: 
Person Completing Form:  

<table>
<thead>
<tr>
<th>Name PROBLEM BEHAVIOUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of incident</td>
</tr>
</tbody>
</table>

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).
Appendix 4

Debriefing Report

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 you 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 modified to accommodate their specific receptive and expressive needs.
Appendix 5

ADDITIONAL INFORMATION ON KNIVES:

- Students are not allowed to bring any kind of knife to school.
- Other items that can be used as a weapon (e.g. chisel) are also banned.
- If a student needs a knife or tools for school subjects, school staff will provide them and supervise their use.
- It is against the law for a student to have a knife at school.
- A student that has a knife at school can receive very serious consequences.

What will happen if a student brings a knife to school?

- If a student has a knife at school, the principal may call the police.
- If it is suspected that a student has a knife in their school bag, the principal may confiscate a student’s bag and give it to the police.
- Police can search a student and their property at school if they suspect the student has a knife.
- If a student has a knife at school, they may be disciplined:
  - If a student brings a knife to school, they will be referred to the principal. The principal will remind the student that knives are banned at school and may give the student a Level 1 consequence.
  - If a student brings a knife to school, after being reminded that knives are banned, they may be given a level 2 consequence, such as suspension.
- If a knife is used to cause harm:
  - If a student brings a knife to school and threatens to use it/ uses it to cause harm, or supplies it to another person who threatens to use it/ uses it to cause harm, a student can expect to be suspended.
  - A student can expect a recommendation for expulsion, immediately following a suspension, if the use of the knife caused major harm/ disruption to the safety and good order of the school.
  - The police may charge a student with a criminal offence and the student may face serious consequences if convicted, including a fine or jail.
NAME:________________________  DATE:________________________

This is the rule I chose not to follow: ___________
______________________________________________
______________________________________________
______________________________________________

This is what happened: _______________________
______________________________________________
______________________________________________
________________________________________________________________________________
___________________________________________________ _____________________________
___________________________________________________ _____________________________
___________________________________________________ ____________

This is why I did it:  
(Your answer should start with ‘Because I .....’ NOT ‘Because someone else...’)
______________________________________________
______________________________________________
______________________________________________

This is what I could have done instead:
______________________________________________
______________________________________________
______________________________________________

Teacher’s comment:
______________________________________________
______________________________________________

Other comments:

♦ Listen when others are talking.
♦ Follow directions (including 'raise your hand to speak')
♦ Keep hands, feet and objects to yourself.
♦ Work quietly and do not disturb others.
♦ Show respect for school and personal property.
♦ Work and play in a safe manner.