# Responsible Behaviour Plan for Students

## 1. Purpose

Mudgeeraba State School is committed to providing a supportive school environment where all students know that they are SAFE, RESPONSIBLE, RESPECTFUL and A LEARNER. Our students know that:

- All members will feel safe and valued
- Social and academic learning outcomes are maximised for all through a quality curriculum, interpersonal relationships and school organisation
- School practices are proactive and
- Appropriate and positive language and behaviours are defined, modelled, reinforced and rewarded

As well as identifying and reinforcing existing positive behaviours, our PBS plan focuses on explicitly teaching students to use proactive behaviours and responsible adults will support them as they learn these new behaviours and skills. Our plan and procedures acknowledge that positive behaviours cannot be taught effectively in isolation but are best fostered in a supportive environment incorporating the following characteristics:

- A shared philosophy among all community members
- Shared and consistent expectations and rules are explicitly taught, implemented, reinforced and rewarded
- A team approach in which teachers recognise that they have responsibility for all students not just those in their class
- A team approach that includes all staff who have a responsibility for managing and monitoring the desired rules, rewards and consequences
- A shared acceptance, understanding and adoption of collaboratively developed processes supported by best practice research
- Training and skill development for all staff working with students
- Support for families to understand, accept, and adopt these processes in other settings
- Effective parent communication that allows parents and community members to follow through on rules taught at school
- An approach that builds relationships, encourages self-evaluation and reflection and a focus on quality is evident in all that we do.
2. Consultation and data review

Mudgeeraba State School developed this plan in collaboration with our entire school community. Broad consultation with staff, students and parents was undertaken through information sessions, survey distribution and community meetings held during April 2007. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2006 – 2009 also informed the development process and is internalised in the current methodology undertaken for administering the program and its associated programs.

The Plan was endorsed by the Principal, the President of the P & C and Regional Executive Director of schools in December 2009 and has now been reviewed in 2012 as required in legislation. The next review will occur in 2015.

3. Learning and behaviour statement

Effective learning is the product of effective teaching. If teachers are able to successfully integrate the conditions of effective teaching into their repertoire of practice they will create classroom environments that engage students, cater for individual differences and enable students to be challenged and stimulated. By providing a challenging and supportive environment we are doing our best to prepare students to contribute effectively to society in the 21st century.

Effective learning is also reliant on good discipline which needs to be internalised rather than imposed from the outside. Self discipline is a learned process and at Mudgeeraba State School we strive to create qualities to enable every child to face the future with confidence. In partnership with our school community, our school plan has been developed and refined through the introduction of School Wide Positive Behaviour Support. (PBS). Establishing clear and responsive expectations and rules with an emphasis on positive outcomes, allows students to develop in a supportive environment compatible with our community values and expectations.

Mudgeeraba’s SWPBS is grounded in the knowledge that the beliefs, practices and behaviours of all school community members can, and do, influence student behaviour and learning.

To enable this we consciously develop and maintain an environment where:

- students are responsible, respectful, safe and learners;
- data is consistently evaluated to drive programs within the school;
- young minds are challenged, innovation and creativity are promoted, risk-taking is encouraged and mistakes are accepted as opportunities for learning;
- children are encouraged to develop a love of learning and to grow to their potential as learners in an ever-changing world;
- all staff are committed to providing the best possible education programs and are prepared to be accountable for this;
qualities such as co-operation, consideration, courtesy, mutual respect and responsibility are developed and expected as a basis for effective citizenship;
safety and feeling valued are characteristics of our child-centred setting;
parents are encouraged to be strong partners in their children’s education and to work with the school to develop and maintain responsible behaviour;
the keys to success of the ‘You Can Do It’ program are evident in the culture of the school – resilience, persistence, confidence, organisation and getting along;
all members understand their roles, rights and responsibilities;
consequences are applied in a fair, developmental and responsive manner to help develop and maintain appropriate personal behaviours;
modelling and specific skilling are strategies that are used to reduce and solve conflict;
talents, passions and interests of students are considered and nurtured by engaging them in a broad range of learning activities:
- challenging classroom programs that engage students in meaningful learning;
- intervention team members support students with learning difficulties and extend gifted and talented students;
- adjusted learning programs for students with disabilities;
- early intervention programs;
- co-curricular programs that offer learning in academic, sporting and cultural arenas;
- an extended school leadership program including playground leaders, arts team, library monitors, STR groups and technology captains
- arts program – dance, dance troupe, music, drama, drama group, visual arts, vocal group,
- social skilling through the ‘You Can Do It’ program;
- an extensive inter-school sports program;
- a camping, swimming and excursion program;
- Friday Challenges;
- strong integration of ICT’s across all Key Learning Areas.
- extension programs across all learning areas

Our school community believes in:

- recognising that our children are our clients and as such provide them with an environment that is safe, supportive and conducive to learning;
- ensuring that our students know how to be responsible, respectful, safe and learners within all settings;
- catering for the individual learning needs of all students and being inclusive in all our actions;
- recognising the importance of skilling our children so they can contribute effectively to our school community and to society;
- developing responsible and peaceful behaviour and dealing with inappropriate behaviour in fair and equitable ways;
- supporting the pursuit of excellence;
- offering a broad range of learning experiences that will engage students and will enable them to develop their talents and follow their passions and interests.
We believe that all members of our school community have the right to learn and teach in a safe, supportive environment and to be treated with respect by other students, staff and community members. The SWPBS approach gives priority to the establishment of systems that support the implementation of evidence-based behaviour support practices and procedures. This approach focuses on the interactive process of organisational improvement around four key elements:

**Outcomes**: Academic and behaviour targets that are endorsed and emphasised by students, families and educators

**Practices**: Interventions and strategies that are evidence based that will support student behaviour

**Data**: Information that is used to identify status, need for change and effects of interventions which supports decision making

**Systems**: Supports that are needed to enable the accurate and durable implementation of the practices of PBS.
SWPBS at Mudgeeraba considers multiple points of support:

**School Wide Settings:** Consistent behavioural expectations and support for all students and staff across all school settings that together serve as the foundation for classroom and individual student behaviour support.

**Classroom Settings:** Expectations, routines, structures and practices for presenting curriculum, designing instruction and managing social climate of classroom environments that serves as the basis for individual student support planning.

**Individual Students:** Intensive and individualised behaviour intervention planning based on function-based behaviour assessments and implementation for students who are unresponsive to school-wide interventions.

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

- **Universal behaviour support**

At Mudgeeraba we focus on establishing and reinforcing expected student behaviour through explicit teaching while supporting students that have been identified with unacceptable behaviours. It is expected that all students at Mudgeeraba will engage willingly in all lessons that are taught and will demonstrate behaviours that enable our school to operate effectively. Through consistent teaching of our rules, our students act safely, responsibly, respectfully and demonstrate that they are learners whilst they are at Mudgeeraba State School.
The School-wide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings. Specifically we expect that all students will:

**Matrix of School Behaviour Expectations**

<table>
<thead>
<tr>
<th>I am a learner when I:</th>
<th>I am safe when I:</th>
<th>I am responsible when I:</th>
<th>I am respectful when I:</th>
</tr>
</thead>
</table>
| **School-wide settings** | - arrive at school after 8am and prior to the beginning of the school day  
- ensure I am on time for all class activities  
- come to class with a positive attitude  
- commit to working to the best of my ability in all school activities  
- use ICT’s in appropriate ways  
- respect the rights of others to learn |
| - walk on concreted areas  
- wear a school hat for all outdoor activities  
- remain in safe play areas  
- follow before school procedures  
- know the school’s emergency procedures  
- report any concerns about strangers to a responsible adult  
- contribute positively to the well-being of all people in our school environment |
| - wear the correct uniform with pride everyday  
- be respectful and courteous to visitors  
- accept responsibility for my behaviour  
- access various areas of the school at appropriate times e.g. tuckshop  
- keep my hands and feet to myself  
- sit in my designated eating area for the first 10 minutes of each break  
- use toilet areas in appropriate ways and practise good hygiene  
- report issues of bullying or damage  
- leave electronic games, special toys and devices at home  
- follow the school’s mobile phone policy |
| - help to keep our school environment litter free  
- use appropriate manners and language in all settings  
- help to maintain the school setting in appropriate ways  
- treat all responsible adults with the same respect as classroom teachers  
- be courteous and respectful to visitors |
### Non-classroom settings

- willingly engage in all learning situations with all responsible adults
- remain in appropriate areas before school and play appropriate games
- wait appropriately for your teacher
- move in an orderly fashion between various school activities
- wait appropriately in bus lines or for a parent pickup
- walk bikes out of the school grounds
- play safely and fairly at all times
- exercise self-control in a range of different situations
- value and look after all school equipment and others equipment and property
- inform responsible adults of conflict in the playground
- care for the school environment
- when I follow reasonable instructions from all responsible adults
- consider others playing in the same area

### Classroom settings

- come to school with the necessary materials for my classroom activities
- willingly take risks with my learning
- accept that making mistakes is a natural part of learning
- complete homework tasks to the best of my ability
- only enter classrooms when a teacher is present
- leave the room with permission
- enter and exit the classroom in an orderly manner
- behave appropriately in the classroom – moving around safely, sitting on chairs and using equipment appropriately etc
- speak appropriately responsible adults (teachers and visitors)
- use appropriate voice levels in all classroom situations
- raise my hand at appropriate times to indicate your need to communicate and wait for my turn if necessary
- treat visiting teachers with the same respect as my class teacher
- allow my teachers to teach and other students to learn without distracting them
- look after others’ property within the classroom

A range of proactive and preventative strategies are employed to ensure that all members of our community understand their responsibilities and are provided with opportunities to develop appropriate skills that will assist with the maintenance of our safe and supportive environment.
These expectations are communicated to students via a number of strategies, including:

- Behaviour lessons explicitly taught by classroom teachers and reinforced by all members of staff consistently;
- Reinforcement of learning from behaviour lessons on School Assemblies;
- Reinforcement of learning from lessons during active supervision by staff during classroom and non-classroom activities;
- Recognition with tokens, banners and certificates throughout the school day;
- The continual use of a consistent language across all school settings.

Mudgeeraba implements the following proactive and preventative processes and strategies to support student behaviour:

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations and rules taught explicitly.
- School Behaviour Leadership team members’ regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Mudgeeraba 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).
  - Referral forms (Appendix 3)
  - Knives (Appendix 4).

Reinforcing expected school behaviour

At Mudgeeraba, 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.

School Wide Positive Rewards

Staff members hand a range of rewards out each day to students they observe following school rules in both classroom and non-classroom settings. This reinforcement occurs continuously throughout the day. When they observe a student following the rules they can choose to give them a reward of their choice. In the classroom, tickets are given to students and can then be traded for other rewards. This is reinforcing positive behaviour. In the playground when students are given a raffle ticket they drop the ticket in the box at the School administration block.
Every assembly a draw takes place and the six winners have morning tea, called a ‘Hot and Cold Buffet’ with Mr Lacey, Mrs T, or Mrs. Hartley. It is at the assemblies that many children are recognised for following our Four School Expectations. Tickets are never removed as a consequence for problem behaviour.

Appendix 5

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 or to be a better learner. 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.

All administration staff are strongly committed to SWP team and data is continually reflected upon to make informed decisions.

• Targeted behaviour support

It is realised that some students will still sit outside the ‘green’ zone and will need support to develop and demonstrate appropriate and consistent behaviours in our classroom and playground settings. Development and implementation of targeted support is data driven and team based. The team develops a ‘Must B’ plan that prevents or minimises further occurrence of the undesirable behaviour. These students will also be provided with an Individual Behaviour Support Plan which outlines a systematic approach to support the development of appropriate behaviours whilst targeting strategies to reduce or eliminate inappropriate behaviours.

Students accepted into the Must B program attend their normal scheduled classes and activities. However they have increased daily opportunities to receive positive contact with adults, additional support from check-in/check-out coaches and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the individual’s program.

The Must B program is coordinated by our Positive Behaviour team with active administration support and staff involvement. All staff members are provided with information on the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported.

Students whose behaviour does not improve after participation in the ‘Must B’ Program, or whose previous behaviour indicates a need for specialised intervention are provided with intensive behaviour support.
FLOW CHART

Evidence based learning = High expectations for every student

1. Teach Rule of the Week
2. Recognizing unacceptable behavior and applying consequences for unacceptable behavior
3. Gather data
4. Evaluate outcomes
5. Expectations not met
6. Evaluate data
7. Referral to MUST B Program
8. MUST B Plan designed and daily progress report implemented
9. Teacher reports back to MUST B Committee
10. Documentation informs theme
11. Universals are effective
12. Documentation reflects this

Must B Program Referral

Must B Plan Designed

Must B Participant Responsibilities

Daily Progress Report
Intensive behaviour support

At Mudgeeraba State School we understand that all behaviour is a form of communication. Intensive inappropriate behaviour can only be supported to change, when the complexities of the message being communicated by the behaviour are understood.

Whole School and targeted behaviour support practices within SWPBS do support all students' behavioural needs. Intensive Behavioural needs require additional program design and support, so that the student can replace the inappropriate intensive behaviour with an appropriate behaviour.

Students can be identified through the targeted behaviour support program, or directly through an Administration referral. Support for every individual is unique. Most students will be provided with an Individual Behaviour Support Plan which is usually a work in progress. Effective plans are fluid, as they respond to the changing student. Support plans in the early phases of change, may not be found in document form, but a series of actions and systems, which are continually being tuned so that they always work beside the student, until consistency of strategy and response are reached. It is at this time of beginning success, that documentation takes place.

The process of developing the plan is always as inclusive as possible of all stakeholders in the student’s life; student, parents, professionals, support agencies, teachers, specialist teachers and admin. The focus is always the student and the process can promote the supporting team of stakeholders:

- shared responsibility
- shared understanding of motivators for inappropriate and appropriate behaviours
- consensus from stakeholders about behavioural and educational goals for the student
- focus on a manageable number of key behaviours
- collective celebration and accountability for outcomes
- opportunity for open and supportive communication

Intensive inappropriate behaviour often requires intensive data gathering, so that the behaviour can be understood as a communicative response to the individual’s life experiences and genetics.

A variety of community services often support our school in data cycles as required.
Such services can include:
5. Emergency responses or critical incidents

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

An emergency 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.

Critical incidents will be referred to a member of the leadership team for them to manage in the following ways:

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 Mudgeeraba’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:
• School Wide Database

6. Consequences for unacceptable behaviour

Mudgeeraba State School makes systematic efforts to prevent problem student behaviour by teaching the lessons and reinforcing expected behaviours on an ongoing basis. Proactive and preventative measures are used to prevent unacceptable student behaviour both in the classroom and in the playground. However when unacceptable behaviours occur our Positive School Behaviour Program applies consistent and predictable consequences which are a response to the nature of the behaviour. An office referral form (Appendix 3) is used to record all minor and major problem behaviour.

Classroom Management:

Responding to our belief that all students have a right to learn and all teachers have a right to teach, the following strategies and consequences may be applied for inappropriate classroom behaviours:

In our classrooms, student will follow our four school expectations:
I am Responsible
I am Respectful
I am Safe
I am a Learner
• Teacher responds to low level misbehaviour and classroom disturbance by ignoring inappropriate behaviour where possible, giving clear directions, reinforcing positive behaviour and using non-verbal messages to alert or cue the student.

• Restatement and rule reminders to address continued misbehaviour – the teacher restates the rule, gives specific direction, gives the student a choice e.g. to work/play appropriately or to be removed from the activity (warning).

• Time Out – the student is sent to a different part of the classroom and required to fill out a ‘SWP’ form stating the behaviour which is not acceptable and how they can alter their behaviour from a negative mindset to a positive one. Student is allowed re-entry to the class activity when they are ready to accept/model positive behaviours.

• Referral to Leadership Team – continued misbehaviour in class i.e. three time outs in a day, refusal to follow reasonable instructions or engage in a program of learning. Consequences will be determined after consulting the student’s previous behaviour record.

• Recording of weekly behaviours for SWP database

Playground Management:

Responding to our belief that all members of our community have a right to be safe in our environment the following strategies and consequences may be applied for inappropriate playground behaviours. It is expected that all students display safe behaviours when in the playground and use appropriate ways to manage conflict that may arise from play situations.

In our playgrounds, students will follow our four school expectations:
I am Responsible
I am Respectful
I am Safe
I am a Learner

• Staff member on duty responds to low level misbehaviour by reminding the student/s of the appropriate action or rule;

• Unsafe play, low level conflict, refusal to follow reasonable instructions or use of inappropriate language will result in discussion about the inappropriate behaviour and alternatives actions which could be used. Time out from play may be applied;
• Episodes of high level conflict, aggression or bullying or use of offensive language will result in a referral to the duty officer. Consequences will be determined after referral to the student’s behaviour record.

• Recording of weekly behaviours for SWP database

School Leadership Team Support:

• Referral to school leadership team – three ‘time outs’ in class during the day or high level, inappropriate classroom or playground behaviours will result in the student being referred to the duty officer. The duty officer will check the student’s behaviour record and decide on an appropriate consequence – if one needs to be applied. Parents/carers may be notified as a courtesy and for support for reiterating appropriate levels of behaviour.

• Consequences may include

**Teacher/Office Consequence:**

<table>
<thead>
<tr>
<th>Consequence</th>
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<tbody>
<tr>
<td>Discussion; school expectations</td>
</tr>
<tr>
<td>Natural consequence; apology, assurance that it will not happen again</td>
</tr>
<tr>
<td>Completing work in the office until the next break</td>
</tr>
<tr>
<td>Collecting rubbish at break time</td>
</tr>
<tr>
<td>Playtime at the office for morning tea/lunch</td>
</tr>
<tr>
<td>Behaviour contract/plan</td>
</tr>
<tr>
<td>Detention</td>
</tr>
<tr>
<td>Out of school suspension</td>
</tr>
<tr>
<td>Parent contacted by member of Leadership team</td>
</tr>
</tbody>
</table>
• Adds data for database, monitors specific children and restructure the environment so that these students have the opportunity to move from the ‘yellow’ zone to the ‘green’ zone.

7. Network of student support

The network for support at Mudgeeraba State School includes the involvement of a team of personnel and agencies. This network includes, but is not limited to:

- School teaching and support staff
- School leadership team
- Parents/Carers
- School Guidance Officer
- District Senior Guidance Officer
- Advisory Visiting Teachers – Behaviour Advisory Team
- Special Needs Action Committee
- School Chaplain

All students are initially supported by their class teachers and an administration member. Where ongoing or significant matters of a concern require more specialised or intensive support, the student will be referred to the SWPBS team or the SNAC committee for appropriate action. This committee provides support to students who require more targeted or intensive support. These Committees consists of the School Guidance Officer, the Deputy Principal, Head of Special Education Services, Learning Support Teacher, Classroom Teachers and Advisory Visiting Teachers. The school also accesses district support staff including a Speech Language Pathologist, Occupational Therapist and Advisory Visiting Teachers.

Government agencies such as Child and Youth Mental Health Service, Department of Communities, Department of Child Safety, Queensland Health Services and Juvenile Aid Bureau also work closely with the school to provide support when necessary.
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.

Mudgeeraba 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

9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009
10. Related departmental procedures

- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
- Acceptable Use of the Department’s Information, Communication and Technology (ICT) Network and Systems
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Temporary Removal of Student Property by School Staff

11. Some related resources

- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying, No way!
- Take a Stand Together
**Endorsement**

<table>
<thead>
<tr>
<th>Principal</th>
<th>P&amp;C President or Chair, School Council</th>
<th>Principal's Supervisor</th>
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Date effective:

from ........................................ to ........................................
Appendix 1

The Use of Personal Technology Devices* at School

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

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

Confiscation
Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

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

Personal Technology Device Etiquette
Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

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 Mudgeeraba State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) or classroom activities 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

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

*Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchi®, 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. Mudgeeraba 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 at Mudgeeraba. Research indicates that both those being bullied and those who bully are at risk of 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 Mudgeeraba 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 Mudgeeraba 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 Mudgeeraba 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 expectations 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. Mudgeeraba uses behavioural data for decision-making. This data is entered into our database on a daily basis and student behaviour of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be addressed.
Appendix 3

Teacher Response: School Wide Positive Classroom Data Collection

Please circle information below when a student has not followed expectations for this area.

<table>
<thead>
<tr>
<th>Code</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Across all areas collectively collated behaviours:</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Failing to engage in a learning program</td>
</tr>
<tr>
<td></td>
<td>Refusal to follow reasonable instructions/routines</td>
</tr>
<tr>
<td></td>
<td>Not engaging in learning tasks</td>
</tr>
<tr>
<td></td>
<td>Not engaging appropriately with responsible adults</td>
</tr>
<tr>
<td>16</td>
<td>Disrespecting the rights of others to learn and to teach</td>
</tr>
<tr>
<td></td>
<td>Calling out – not putting hands up</td>
</tr>
<tr>
<td></td>
<td>Distracting behaviours</td>
</tr>
<tr>
<td></td>
<td>Excluding behaviours</td>
</tr>
<tr>
<td>17</td>
<td>Speaking disrespectfully</td>
</tr>
<tr>
<td></td>
<td>Inappropriate voice level</td>
</tr>
<tr>
<td></td>
<td>Swearing</td>
</tr>
<tr>
<td></td>
<td>Bullying - put downs</td>
</tr>
<tr>
<td></td>
<td>Answering back</td>
</tr>
<tr>
<td>18</td>
<td>Unsafe behaviour in the classroom</td>
</tr>
<tr>
<td></td>
<td>Unsafe movement</td>
</tr>
<tr>
<td></td>
<td>Sitting incorrectly on chairs</td>
</tr>
<tr>
<td></td>
<td>Dangerous use of equipment</td>
</tr>
<tr>
<td>19</td>
<td>Being unprepared for learning</td>
</tr>
<tr>
<td></td>
<td>Not on time</td>
</tr>
<tr>
<td></td>
<td>Does not have necessary materials learning activities</td>
</tr>
<tr>
<td></td>
<td>Does not demonstrate a positive attitude to learning</td>
</tr>
<tr>
<td>20</td>
<td>Transitions</td>
</tr>
<tr>
<td></td>
<td>Not returning from toilets and drinks promptly</td>
</tr>
<tr>
<td></td>
<td>Inappropriate movement around school e.g. to and from specialists lessons</td>
</tr>
<tr>
<td>21</td>
<td>Inappropriate classroom entry and exit</td>
</tr>
<tr>
<td></td>
<td>Enters a classroom without a teacher</td>
</tr>
<tr>
<td></td>
<td>Leaves the classroom without permission</td>
</tr>
<tr>
<td></td>
<td>Disorderly movement in and out of the classroom</td>
</tr>
<tr>
<td></td>
<td>Not waiting appropriately for the classroom teacher</td>
</tr>
<tr>
<td>22</td>
<td>Disrespecting others physically</td>
</tr>
<tr>
<td></td>
<td>Poking</td>
</tr>
<tr>
<td></td>
<td>Pushing</td>
</tr>
<tr>
<td></td>
<td>Slapping</td>
</tr>
<tr>
<td>23</td>
<td>Disrespecting property – own and others</td>
</tr>
<tr>
<td></td>
<td>Inappropriate use of equipment/furniture</td>
</tr>
<tr>
<td></td>
<td>Stealing</td>
</tr>
<tr>
<td>24</td>
<td>Inappropriate use of digital technologies</td>
</tr>
<tr>
<td></td>
<td>ie Computer, internet, mobile phones</td>
</tr>
<tr>
<td>25</td>
<td>School Uniform</td>
</tr>
<tr>
<td></td>
<td>Not wearing uniform appropriately</td>
</tr>
</tbody>
</table>

MOTIVATION BEHIND BEHAVIOUR (tick appropriate box)

| | Obtain peer attention | Obtain item/activity | Avoid peers | Unclear/Don’t know |
| | Obtain adult attention | Avoid work | Avoid adult |

<table>
<thead>
<tr>
<th>Rating</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>d (mild)</td>
<td>Reprimand with an action – eg. redirected to another area, discuss undesirable behaviour</td>
</tr>
<tr>
<td>e (moderate)</td>
<td>Class teacher determined consequence i.e in class time out</td>
</tr>
<tr>
<td>f (major)</td>
<td>Intervention by Leadership Team i.e. sent to the office</td>
</tr>
</tbody>
</table>

More information from teacher:

_________________________________________________________________________________
_________________________________________________________________________________
______________________________________________________________________________

27
What Did I Do?

I was:  

- Unsafe  
- Irresponsible  
- Disrespectful  
- Not a Learner

When I:

What Should I Have Done?

I will be:  

- Safe  
- Responsible  
- Respectful  
- A Learner

When I:

Teacher/Office Consequence:

<table>
<thead>
<tr>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion; school expectations</td>
</tr>
<tr>
<td>Natural consequence; apology, assurance that it will not happen again</td>
</tr>
<tr>
<td>Completing work in the office until the next break</td>
</tr>
<tr>
<td>Collecting rubbish at break time</td>
</tr>
<tr>
<td>Playtime at the office for morning tea/lunch</td>
</tr>
<tr>
<td>Behaviour contract/plan</td>
</tr>
<tr>
<td>Detention</td>
</tr>
<tr>
<td>Out of school suspension</td>
</tr>
<tr>
<td>Parent contacted by member of Leadership team</td>
</tr>
</tbody>
</table>

Comment:

Administrator:
# School Wide Positive Playground Referral

Please circle information below when a student has not followed expectations for this area.

<table>
<thead>
<tr>
<th>Code</th>
<th>Descriptor</th>
<th>Across all areas collectively collated behaviours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>No hat outdoors</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Running on the concrete</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Running through/playing in the gardens</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Littering</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Disrespecting others verbally</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- social exclusion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- swearing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- put downs</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>Disrespecting others physically</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- pushing into line</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>Disrespecting others property</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- bag</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- money</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- possessions</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>Dangerous play</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- tackling</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- pushing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- tiggy on the fort</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- climbing trees/fences</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- throwing sand</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- playing without shoes except in the sandpits</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>Inappropriate use of play ground equipment, i.e.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- large balls in undercover area</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- climbing poles</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- not packing up in the library</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- not packing up from the sandpit</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>Inappropriate use of equipment/furniture, i.e.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Standing on benches or seats</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Squirting water from the bubblers/wasting water</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Inappropriate use of computers in the library</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>Using sticks and/or stones inappropriately</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>Eating/ drinking inappropriately</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- walking while eating</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- taking food from tuckshop area</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- packing up after eating</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- eating and drinking in the library</td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>Playing in the toilets</td>
</tr>
<tr>
<td>14</td>
<td></td>
<td>Being out of bounds</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- going under/behind buildings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- being on verandahs or steps</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- being in storerooms</td>
</tr>
</tbody>
</table>

**MOTIVATION BEHIND BEHAVIOUR** (tick appropriate box)

<table>
<thead>
<tr>
<th>Obtain peer attention</th>
<th>Obtain adult attention</th>
<th>Avoid peers</th>
<th>Unclear/Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer conflict</td>
<td>Adult conflict</td>
<td>Avoid adult</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rating</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>c (major)</td>
<td>Required intervention and consequence by Leadership Team i.e. sent to the office</td>
</tr>
</tbody>
</table>

Further teacher information if necessary:

_____________________________________________________________________________________________________
_____________________________________________________________________________________________________
_____________________________________________________________________________________________________

29
**Teacher/Office Consequence:**

<table>
<thead>
<tr>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion; school expectations</td>
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<tr>
<td>Out of school suspension</td>
</tr>
<tr>
<td>Parent contacted by member of Leadership team</td>
</tr>
</tbody>
</table>

**Comments:**

**Administrator:**
Appendix 4

WORKING TOGETHER TO KEEP Mudgeeraba State School SAFE

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

• Every student has the right to feel safe and be safe at school.
• There is no reason for a student to have a knife at school.
• No knives are allowed to be taken to school by students.
• 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 kinds of knife are banned?

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

• flick knives, ballastic 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 to school?

• If you have a knife 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
• 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 Mudgeeraba State School safe?

• Make sure you know the laws and rules about knives.
• 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.