



Mount Crosby

State School

Responsible Behaviour Plan For Students

Based on 'The Code of School Behaviour'



STRONG AND SURE
Mount Crosby State School

2018



Responsible Behaviour Plan for Students

based on The Code of School Behaviour

1. PURPOSE

Mount Crosby 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.

2. CONSULTATION AND DATA REVIEW

Mount Crosby 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 2016 and 2017. A review of school data sets from 2016 - 2017 informed the development process.

The Plan was endorsed by the Principal and the President of the P&C.

3. LEARNING AND BEHAVIOUR STATEMENT

All areas of Mount Crosby 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 school-wide framework for managing behaviour is Schoolwide Positive Behaviour Support.

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 Mount Crosby 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.

Mount Crosby State School Code of Behaviour

- ***Be Respectful:*** *To show respect for self, others, property and the environment*
- ***Be Responsible:*** *To make responsible choices*
- ***Be Safe:*** *To act in a safe and healthy manner*

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 Department of Education'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 Mount Crosby 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 which is designed to prevent problem behaviour and to provide 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.

	ALL AREAS	CLASSROOM	ONLINE	PLAYGROUND	TOILETS
BE RESPECTFUL	<ul style="list-style-type: none"> I use equipment appropriately I keep hands, feet and objects to myself I am aware of mine and others' personal space I treat others in a respectful way I use polite language and tone I wear my full school uniform I use manners when talking to others 	<ul style="list-style-type: none"> I enter and exit room in an orderly manner I walk (not run) I sit in my designated seat or space I respect my own property as well as others I have the right to actively learn and not be interrupted or annoyed. I respect others' right to learn. 	<ul style="list-style-type: none"> I participate in use of approved online sites and educational games I am courteous and polite in all online communications 	<ul style="list-style-type: none"> I respond politely to adults' requests. I speak politely to all students. I respect the environments eg plants in gardens, wildlife around the school. I follow the rules of the game I invite others to join in I share equipment I use positive language I consider others 	<ul style="list-style-type: none"> I respect the privacy of others I use toilets during breaks I use a quiet voice One person per toilet I clean up after myself
BE RESPONSIBLE	<ul style="list-style-type: none"> I ask permission to leave the classroom I will be on time I will be in the right place at the right time I follow instructions straight away I try my best I am honest I am responsible for my behaviour I follow staff directions I am a positive Role Model I take responsibility for solving my own problems. 	<ul style="list-style-type: none"> I am ready and prepared I complete set tasks. I take an active role in classroom activities. I keep my work space tidy I am honest. 	<ul style="list-style-type: none"> I report any unacceptable behaviour to a teacher I post only appropriate content online 	<ul style="list-style-type: none"> I am a problem solver I return equipment to appropriate place at the sports bell. I move peacefully in single file. I share the space. I eat my own food. I put my rubbish and scraps in the bin. I clean up any mess I make I sit while I am eating I sit in my grade area I ask for permission to leave the area for a drink or toilet break. I can identify healthy foods in my lunch I recognise foods which are treats I understand that food gives me energy and helps me with my learning 	<ul style="list-style-type: none"> I use toilets during breaks I use water, soap and paper towel correctly I report damage to staff I return to class quickly
BE SAFE	<ul style="list-style-type: none"> I use equipment appropriately I keep my hands, feet and objects to myself. 	<ul style="list-style-type: none"> I walk I sit still I enter and exit rooms in an orderly manner. 	<ul style="list-style-type: none"> I respect others' right to use online resources free from interference or bullying I keep any usernames or passwords private I follow all teacher instructions about keeping private information off online sites 	<ul style="list-style-type: none"> I participate in school approved games I wear shoes and socks at all times I am sun safe and wear a broad brimmed hat 	<ul style="list-style-type: none"> I wash my hands with water and soap I walk to and from the toilets safely.

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

- Focus behaviour of the week – introduced on assembly
- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons during active supervision by staff during classroom and non-classroom activities
- Focus article in the newsletter each week
- Posters displayed in classrooms and around the school
- Crosby Cup points awarded to students who consistently demonstrate the focus behaviour to a high standard.

Mount Crosby State School 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
- School Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices
- Comprehensive induction programs in the Mount Crosby State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff
- Individual learning plan developed with students, parents and relevant specialists (where appropriate) for students who demonstrate repeated inappropriate or unacceptable behaviour to provide a personal framework of positive behaviour expectations and actions and to enable staff to provide consistent strategies or adjustments across all learning environments.
- Implementation of specific policies to address:
 - the use of personal property technology devices at school (Appendix 1) *Appropriate Use of Mobile Telephones and other Electronic Equipment by Students*
 - procedures for preventing and responding to incidents of bullying (including cyberbullying and recording incidents for data collection) (Appendix 2)
 - procedures regarding the use or possession of weapons including knives and any other items that could be considered a weapon in school (Appendix 3).

Reinforcing school wide expected school behaviour

At Mount Crosby, 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. As part of our school Pedagogy Framework, all staff members are expected to give consistent and appropriate acknowledgement and rewards. Each class operates its own positive reward system appropriate to the year level.

Each week there is a specific behaviour focus – this is introduced on assembly and followed up by explicit teaching in the classroom so all students have a clear understanding of school behaviour expectations. Posters featuring the focus behaviours are on display in classrooms and around the school grounds.

School wide acknowledgement and rewards include:

▪ ***Crosby Card***

These reward a student who demonstrates the school behaviour expectation of the week to a high level. Class teachers choose a small number of students (generally this will be only 1 or 2 students) to receive these awards in weeks 5 and 10 of each school term. Teachers fill out the card and send it to the office to be posted out to parents.

▪ ***Student of the Week awards***

These awards are presented on assembly each week to students who have demonstrated high or improved levels of academic achievement or effort. Teachers nominate one student per class each

week to receive a Student of the Week award on assembly. These awards are entered into One School under Positive Behaviour – this system then generates certificates for presentation.

▪ **Crosby Cup**

The Crosby Cup is a school wide initiative to reinforce positive behaviour and expectations. Students gain points for their house by demonstrating high levels of positive behaviour in the classroom or playground, participating in extra curricula activities (e.g. Choir, Glee, Walking Schools), regular on time attendance and showing care and compassion for their fellow students.

Students are awarded yellow, red, blue or maroon tokens (each token equates to one house point) that align with their house colours. These tokens are collected in classrooms and at the school administration office. Sports Captains collect these at the end of each week and collate the points. Winners are announced on assembly each week and at the end of the year, the overall winning house is announced on the final assembly. This house is rewarded with a house celebration event in the last week of school.

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 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.

• **Minor Behaviours – Teacher Notification**

When a student in the playground or specialist lesson breaks school rules, the supervising teacher will take appropriate action and give the child consequences for their behaviour. When this occurs, the teacher will also fill out a Teacher Notification form to advise the classroom teacher of the incident, the consequences given and clearly identify the school rule/s that was/were breached. This notification also serves as a warning to the student that their behaviour is not acceptable and they need to act more responsibly, more respectfully or more safely.

The form is given to the classroom teacher who will closely monitor the frequency of these breaches. If a student has received multiple notifications for similar breaches, further action may be necessary.

• **Major Behaviours – Office Referral**

If a student has been the subject of multiple Teacher Notifications for similar breaches of school rules or the behaviour is considered a more serious breach, they will be referred to a member of admin for investigation and further action. This referral may be a verbal report to a member of admin or an Office Referral form may be used. This form provides information about the behaviour, details of the incident and location of the incident.

A member of admin will investigate, decide on and administer appropriate consequences, enter details of the incident on to One School, report back to teachers and contact parents or caregivers to advise them of the incident.

Targeted behaviour support

Each year a small number of students at Mount Crosby State School are identified through our data as requiring extra individualised, targeted, behavioural support. In most cases the inappropriate or unacceptable behaviour may not be immediately regarded as severe but the frequency and consistency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

At Mount Crosby State School, specific strategies which are designed to address inappropriate and/ or unacceptable student behaviour include Teacher Support. Teachers implement planned and incidental strategies in the classroom and/ or playground to teach effective work habits, to develop social skills and to build a good rapport with students.

Teachers support students through the following targeted interventions:

- Relationship building with student through one on one support with curriculum work and proximity in the classroom.
- A whole school approach to bullying.
- Use of the whole class/ individual recognition program to target support and encourage on-task and appropriate behaviour.
- Early contact with parents, using a polite and positive approach with the aim of building and maintaining a productive partnership.
- Consistent behaviour plans devised in consultation with students, teachers and parents.
- Support from school Chaplain.

Teachers and admin keep a record of the student's behaviour and this information is recorded in One School.

- facilitates a Functional Behaviour Assessment for appropriate students;
- works with other staff members to develop appropriate behaviour support strategies;
- monitors the impact of support for individual students through ongoing data collection;
- makes adjustments as required for the student; and
- works with the School Behaviour Leadership Team to achieve continuity and consistency.

The *Intensive Behaviour Support Team* has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and regional behavioural support staff.

Intensive behaviour support:

Mount Crosby 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 may need comprehensive systems of support that require regular reviews in consultation with parents/ caregivers and other relevant specialist staff.

5. CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR

Mount Crosby makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When these behaviour incidents occur, it is important that consequences are predictable. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

Minor and Major behaviours

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

- **Minor** behaviour incidents are handled by staff members at the time they happen. When this occurs during lunchtime or at a specialist lesson, the class teacher will receive a Teacher Notification form from the teacher who dealt with the incident.
- **Major** behaviour incidents are referred directly to the school Administration team. Teachers can either report this verbally or use an Office Referral form.

Minor behaviours are those that:

- are minor breaches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of inappropriate 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 inappropriate 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 process where a staff member takes the student aside and:
 1. names the behaviour that student is displaying
 2. asks student to name expected school behaviour
 3. states and explains expected school behaviour if necessary
 4. gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration.

Major behaviours result in an immediate referral to school Administration because of their seriousness. When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. The staff member then escorts the student to Administration or makes contact with a member of Admin either verbally or by using an Office Referral form. A report of the student's behaviour is recorded on OneSchool by the member of admin who investigated the incident.

Major unacceptable behaviours **may** result in the following consequences:

- **Level One:** Time out, detention, loss of privilege, restitution, warning regarding future consequence for repeated or persistent inappropriate behaviour, parent contact, development of Individual Behaviour/Support Plan
- **Level Two:** Parent contact, referral to Guidance Officer, referral for specialist behaviour services, suspension from school.
- **Level Three:** Students who engage in serious unacceptable behaviours such as major violent physical assault or the use/supply or possession of weapons (including knives) or drugs may receive a School Disciplinary Absence (suspension or proposal/recommendation for exclusion) as a consequence of unacceptable behaviour.

The following table outlines examples of minor and major behaviour incidents*

EXAMPLES OF MINOR AND MAJOR BEHAVIOURS

	Category	Minor	Major
Are you safe?	Non-compliant with Routine	<ul style="list-style-type: none"> Running on concrete or around buildings Running on or jumping up or down stairs Riding bikes, scooters or skateboards through school grounds In an out of bounds area Not in the right place at the right time 	<ul style="list-style-type: none"> Repeatedly running on concrete or around buildings Repeatedly moving around the school in an unsafe manner Repeatedly in out of bounds area Repeatedly not being in the right place at the right time. <p>Repeatedly – more than twice in one week or behaviour is repeated over consecutive weeks.</p>
	Physical misconduct	<ul style="list-style-type: none"> Minor deliberate physical contact (e.g. shoving, bumping, pushing in line) without intent to hurt Spitting at ground/floor Playing games that have been banned e.g. tackle football 	<ul style="list-style-type: none"> Serious physical aggression Fighting with the intent to hurt or harm As above - any punching, biting, hitting, kicking, choking, grabbing, head butting that involves contact to another. Spitting or 'snotting' at others. Any physical intimidation through sexual connotations
	Dress code	<ul style="list-style-type: none"> Not wearing a hat in playground Not wearing shoes outside Wearing nail polish or make up 	<ul style="list-style-type: none"> Deliberate and continual refusal to wear correct school uniform Wearing clothing with offensive language Wearing revealing clothing
	Possess prohibited items	<ul style="list-style-type: none"> Toys/cars/balls at school without permission Possession of energy drinks 	<ul style="list-style-type: none"> Possession or selling of drugs/alcohol/cigarettes Possession of weapons including knives and scissors and any other items which could be considered a weapon at school Possession of lighter, matches, poison or other dangerous items
	Substance misconduct involving illicit substance		<ul style="list-style-type: none"> Issuing/consuming/coming to school under the influence of prohibited/illegal substance (drugs/alcohol)
	Substance misconduct involving tobacco and other legal substances	<ul style="list-style-type: none"> Pretending to smoke at school using rolled up paper/pencil 	<ul style="list-style-type: none"> Smoking in toilets Bring substance/s to school Have knowledge of others' possession of substances and not report/inform
	Misconduct involving an object	<ul style="list-style-type: none"> Throwing or kicking objects without the intent to hurt/injure someone 	<ul style="list-style-type: none"> Throwing or kicking of objects with the intent to hurt/injure someone
Are you responsible?	Refusal to participate in program of instruction	<ul style="list-style-type: none"> Not completing set tasks that are at an appropriate level Refusing to work Non compliance Unco-operative behaviour 	<ul style="list-style-type: none"> Repeated refusal to work Major/deliberate non compliance Repeated non compliance Repeated uncooperative behaviour
	Truant/skip class	<ul style="list-style-type: none"> Not being punctual (e.g. late returning after breaks) 	<ul style="list-style-type: none"> Leaving classroom/activity without permission Repeatedly not being punctual (e.g. late returning after breaks) Leaving school grounds without permission
	Disruptive	<ul style="list-style-type: none"> Calling out Talking Noisy during learning time Out of seat disrupting others 	<ul style="list-style-type: none"> Repeatedly stopping/preventing others from learning/teaching Repeatedly calling out Refusing to take redirection

Are you respectful?			<ul style="list-style-type: none"> Repeatedly out of seat disrupting others Disrupting others on parade
	IT/ Communication misconduct - Electronic equipment (ie iPod, computer, camera, mobile phone, school phones etc)	<ul style="list-style-type: none"> Having mobile phone switched on during school hours Having electronic equipment switched on in any part of the school at any time without authorisation (written permission from an authorised staff member) 	<ul style="list-style-type: none"> Use of a mobile phone, camera, computer, console etc in any part of the school for voicemail, email, text messaging or filming purposes without authorisation Deliberate misuse of or damage to school IT equipment Inappropriate use of personal technology devices or social networking sites which impacts on the good order and management of the school Use of a school phone without permission
	Verbal misconduct	<ul style="list-style-type: none"> Inappropriate language - written/verbal (pupil to pupil, pupil to adult) Calling out Poor attitude Disrespectful tone 	<ul style="list-style-type: none"> Offensive language - written or verbal (pupil to pupil, pupil to adult) Aggressive language Verbal abuse / directed profanity Repeated inappropriate language (written/verbal) Repeated calling out Repeated disrespectful tone
	Bullying/Harassment	<ul style="list-style-type: none"> One-off minor teasing/name calling Inappropriate comments based on race/religion/ethnicity/disability Put downs 	<ul style="list-style-type: none"> Repeated deliberate intimidation through gestures and verbal abuse Inappropriate touching of others Verbal and physical threats to hurt/harm someone Repeated inappropriate comments based on race/religion/ethnicity/disability
	Defiant/threat(s) to adults	<ul style="list-style-type: none"> Deliberately ignoring the teacher's instructions 	<ul style="list-style-type: none"> Blatant disrespect Major defiance – refusal to follow instructions Verbal or physical threat to an adult Swearing at an adult Threatening an adult's belongings
	Threat(s) to others	<ul style="list-style-type: none"> A minor 'one-off' threat such as "I'll get you", without intent to follow through 	<ul style="list-style-type: none"> Threaten physical violence/assault with intent to follow through
	Property misconduct	<ul style="list-style-type: none"> Petty theft (one-off e.g. taking a pencil/crayon) Lack of care for the school environment and buildings Drawing on furniture, buildings or equipment. Incorrect use of equipment Playing in toilets 	<ul style="list-style-type: none"> Stealing / major theft Repeated petty theft Wilful property damage Vandalism Graffiti that is offensive
	Lying/Cheating	<ul style="list-style-type: none"> Lying to avoid getting into trouble Cheating on a test Copying another child's work Intentionally lying to scare other children 	<ul style="list-style-type: none"> Deliberate false accusation Lying about a serious offence Ongoing cheating for assessment items Deliberate/intentional delivery of lies aimed to hurt/offend others
	Other	<ul style="list-style-type: none"> Littering Accidently setting off fire alarm 	<ul style="list-style-type: none"> Repeated littering Deliberate setting off of fire alarm

*Please note that this is not an exhaustive list. Other behaviours will be dealt with as appropriate.

Relate inappropriate or unacceptable behaviour to expected school behaviours

When responding to inappropriate or unacceptable behaviours, staff members ensure that students understand the relationship of the behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour,
- describe the likely consequences if the problem behaviour continues (Teacher Notification – Appendix 5 or Office Referral – Appendix 6); and

identify what they will do to change their behaviour in line with expected school behaviour.

Ensuring consistent responses to inappropriate or unacceptable behaviour

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

Students also receive training about how to respond when other students display inappropriate or unacceptable behaviour. The courteous way to respond when a staff member redirects a student's behaviour is taught and rehearsed to reduce the impact of peer engagement in the behaviour incident.

Student disciplinary absences (suspension and exclusion) may be considered:

- in the event of a serious, one-off behaviour incident or

after consideration has been given to all other responses

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

1. 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.
2. 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.
3. 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.
4. 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).
5. 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; or
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Mount Crosby 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 and 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; and
- 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 processes can be found at <http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx> online.

7. NETWORK OF STUDENT SUPPORT

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

- | | |
|------------------------|------------------------------------------|
| • Parents | • Guidance Officer |
| • Teachers | • Advisory Visiting Teachers |
| • Support Staff | • Positive Learning Centre Staff |
| • Head of Department | • Senior Guidance Officer |
| • Administration Staff | • School Chaplain/Student welfare worker |

External 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

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.

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

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

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

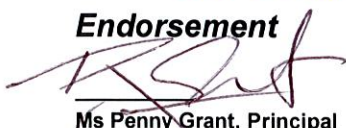
10. RELATED POLICIES AND PROCEDURES

- Statement of expectations for a disciplined school environment policy
- 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

- Bullying. No Way!
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses

Endorsement



Ms Penny Grant, Principal



Mr Tom Rose, P&C President

Effective Date: 1 January 2018 – 31 December 2019

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 Devices include, but are not limited to, games devices (such as Portable gaming devices, laptop computers, I Pads or Tablets, 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.

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 discipline.

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.

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 Mount Crosby 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 may be subject to discipline (including suspension and recommendation for exclusion) if they breach the policy by being involved in recording and/or disseminating material (through text messaging, display, internet uploading or other means) or are knowingly the subject of such a recording.

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children) are against the law and if detected by the school will result in a referral to QPS.

Text communication

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

Assumption of cheating

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

Recording private conversations and the *Invasion of Privacy Act 1971*

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under this 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.

APPENDIX 2

School Policy for Preventing and Responding to Incidents of Bullying (Including Cyberbullying)

Purpose

Mount Crosby 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.

There is no place for bullying in Mount Crosby State School. Those who are 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.

Bullying behaviours that will not be tolerated at Mount Crosby 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.

Bullying may be related to:

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

At Mount Crosby 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

Many bullying behaviours are peer-maintained through the actions of bystanders. 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 responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

The anti-bullying procedures at Mount Crosby State School are an addition to our 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

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

This will ensure that:

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

The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

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

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 Mount Crosby 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'.

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

Appropriate Use of Social Media

Mount Crosby State School embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others.

Mount Crosby State School is committed to promoting the responsible and positive use of social media sites and apps.

No student of Mount Crosby State School will face disciplinary action for simply having an account on Facebook or other social media site.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at **Appendix 2**, it is unacceptable for students to bully, harass or victimise another person whether within Mount Crosby State School grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Mount Crosby State School whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Mount Crosby State School engaging in appropriate online behaviour.

Role of social media

The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.

Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.

The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

Appropriate use of social media

Students of Mount Crosby State School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.
- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.
- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.
- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Mount Crosby State School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Mount Crosby State School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

Laws and consequences of inappropriate online behaviour and cyberbullying

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995* (Cth) and the *Criminal Code Act 1899* (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is "using a carriage service to menace, harass or cause offence to another person".


The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking.
- Computer hacking and misuse.
- Possession of child exploitation material.
- Involving a child in making child exploitation material.
- Making child exploitation material.
- Distribution of child exploitation material.
- Criminal Defamation.

There are significant penalties for these offences.


Mount Crosby State School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Mount Crosby State School expects its students to engage in positive online behaviours.

APPENDIX 4

		
Teacher Notification		
Student:	Class:	
Staff Member:	Date:	Time:
MINOR BEHAVIOUR <input type="checkbox"/> Physical contact <input type="checkbox"/> Inappropriate Language <input type="checkbox"/> Non compliance <input type="checkbox"/> Teasing / Harassment <input type="checkbox"/> Disruption <input type="checkbox"/> Out of bounds <input type="checkbox"/> Other _____	CONSEQUENCES <input type="checkbox"/> Warning <input type="checkbox"/> Stay with teacher <input type="checkbox"/> Conference with teacher <input type="checkbox"/> Relocation <input type="checkbox"/> Limit Play Area <input type="checkbox"/> Other _____	
LOCATION <input type="checkbox"/> Prep – inside fence <input type="checkbox"/> Year 1/2 Adventure playground <input type="checkbox"/> Netball Court / Year 3 Adventure Playground <input type="checkbox"/> Main Oval <input type="checkbox"/> Basketball court / Tennis court <input type="checkbox"/> Lower Oval / Spida / Adventure Playground <input type="checkbox"/> Senior Undercover / Year 3 or 4 buildings <input type="checkbox"/> Junior Undercover / P-1 playground / Sandpit / Buildings	<input type="checkbox"/> Classroom <input type="checkbox"/> Specialist lesson <input type="checkbox"/> Toilets <input type="checkbox"/> Library <input type="checkbox"/> SEP <input type="checkbox"/> Other _____	

Teacher Notification
Form

APPENDIX 5

																										
Office Referral																										
Student:	Class:																									
Staff Member:	Time:	Date of Incident:																								
MAJOR <input type="checkbox"/> Verbal misconduct <input type="checkbox"/> Major defiance <input type="checkbox"/> Refusal to participate <input type="checkbox"/> Bullying/harassment <input type="checkbox"/> Serious Lying/Cheating <input type="checkbox"/> Property misconduct <input type="checkbox"/> Other _____	<input type="checkbox"/> Fighting/physical aggression <input type="checkbox"/> Repeated non-compliance <input type="checkbox"/> Threats to adults/others <input type="checkbox"/> IT Misconduct <input type="checkbox"/> Repeated disruption <input type="checkbox"/> Repeatedly late to class <input type="checkbox"/> Other _____	Witnessed by: <input type="checkbox"/> Staff <input type="checkbox"/> Student <input type="checkbox"/> Relief teacher <input type="checkbox"/> Other _____ <input type="checkbox"/> Recorded on OneSchool																								
Incident Details: <hr/> <hr/> <hr/> <hr/> <hr/>																										
Location Category: <table border="0"> <tr> <td><input type="checkbox"/> Prep backyard</td> <td><input type="checkbox"/> Sandpit</td> <td><input type="checkbox"/> Classroom</td> </tr> <tr> <td><input type="checkbox"/> Main Oval</td> <td><input type="checkbox"/> 1/2 Adventure PG</td> <td><input type="checkbox"/> Specialist lesson</td> </tr> <tr> <td><input type="checkbox"/> Lower Oval</td> <td><input type="checkbox"/> Library</td> <td><input type="checkbox"/> Library</td> </tr> <tr> <td><input type="checkbox"/> Spida/Ad PG</td> <td><input type="checkbox"/> Out of Bounds</td> <td><input type="checkbox"/> SEP</td> </tr> <tr> <td><input type="checkbox"/> Snr UC</td> <td><input type="checkbox"/> Year 3 Adventure PG</td> <td><input type="checkbox"/> Other _____</td> </tr> <tr> <td><input type="checkbox"/> Tennis Courts</td> <td><input type="checkbox"/> Netball Courts</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Buildings</td> <td><input type="checkbox"/> Toilets</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Jnr UC</td> <td></td> <td></td> </tr> </table>			<input type="checkbox"/> Prep backyard	<input type="checkbox"/> Sandpit	<input type="checkbox"/> Classroom	<input type="checkbox"/> Main Oval	<input type="checkbox"/> 1/2 Adventure PG	<input type="checkbox"/> Specialist lesson	<input type="checkbox"/> Lower Oval	<input type="checkbox"/> Library	<input type="checkbox"/> Library	<input type="checkbox"/> Spida/Ad PG	<input type="checkbox"/> Out of Bounds	<input type="checkbox"/> SEP	<input type="checkbox"/> Snr UC	<input type="checkbox"/> Year 3 Adventure PG	<input type="checkbox"/> Other _____	<input type="checkbox"/> Tennis Courts	<input type="checkbox"/> Netball Courts		<input type="checkbox"/> Buildings	<input type="checkbox"/> Toilets		<input type="checkbox"/> Jnr UC		
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<input type="checkbox"/> Jnr UC																										

Office Referral
Form

Debriefing Report

Formal debriefing

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; and/or
- address organisational problems and make appropriate changes.

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

Debriefing should provide information on:

- who was involved;
- what happened;
- where it happened;
- why it happened; and
- what we learned.

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

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

Questions for staff

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

Questions for students

- 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?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

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).