



## The Code of School Behaviour

Better Behaviour  
Better Learning



Queensland  
Government

# Maroochydore State School

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

### 1. Purpose

Maroochydore 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

Maroochydore State School developed this plan in collaboration with our school community. Reflective consultation with parents, staff and students was undertaken during 2015.

A review of the following important data sets for this school relating to attendance, unexplained absences, suspensions and exclusions, behaviour incidents including bullying and cyberbullying. Other inappropriate online behaviour including inappropriate use of mobile phones or other electronic devices from 2009-2015 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director in November 2015, and will be reviewed in 2018 as required in legislation.

### 3. Learning and behaviour statement

All areas of Maroochydore State School are learning and teaching environments. We consider the Responsible Behaviour Plan to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Maroochydore to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

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

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

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

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

##### Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At [Maroochydore State School](#) we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students designed to prevent inappropriate behaviour and provide a framework for responding to unacceptable behaviour.

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

## Be Safe Be Respectful Be Responsible Be a Learner

CODE OF CONDUCT	CLASSROOMS AND ALL SETTINGS	VISITS	PATHWAYS	ASSEMBLY
<b>Be RESPECTFUL</b>	<ul style="list-style-type: none"> <li>• Use whole body listening</li> <li>• Raise hand to speak</li> <li>• Speak respectfully</li> <li>• Ask permission to use things</li> <li>• Wear my uniform and have my hat</li> <li>• Co operate with my teacher and class mates</li> <li>• Use manners at all times</li> <li>• Consider and care for the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Knock and wait patiently</li> <li>• Use manners</li> <li>• Leave the walk area clear</li> </ul>	<ul style="list-style-type: none"> <li>• Walk quietly respecting the learning of others</li> <li>• Keep pathways neat and clean</li> <li>• Care for gardens by using designated walkways</li> </ul>	<ul style="list-style-type: none"> <li>• Walk with a purpose</li> <li>• Face forward with hands by your sides</li> </ul>
<b>Be SAFE</b>	<ul style="list-style-type: none"> <li>• Keep hands, feet and body to self</li> <li>• Stay in assigned areas</li> <li>• Use furniture and supplies appropriately</li> <li>• Use equipment appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Walk quietly and carefully</li> <li>• Stay in single line while waiting</li> <li>• Return directly to class</li> </ul>	<ul style="list-style-type: none"> <li>• Walk in class groups</li> <li>• Walk safely on concrete and steps</li> <li>• Keep hands, feet and body to self</li> <li>• Run only on grassed areas</li> </ul>	<ul style="list-style-type: none"> <li>• Sit in one spot</li> <li>• Follow teachers instructions</li> <li>• Keep hands, feet and body to self</li> </ul>
<b>Be a LEARNER</b>	<ul style="list-style-type: none"> <li>• Be organised</li> <li>• Work carefully</li> <li>• Complete your work</li> <li>• Do your best / Have a Go</li> </ul>	<ul style="list-style-type: none"> <li>• Knock on the door</li> <li>• State your name</li> <li>• Know your class and teacher</li> <li>• Explain the reason for the visit</li> </ul>	<ul style="list-style-type: none"> <li>* Walk with a purpose</li> <li>* Face forward with hands at your sides</li> </ul>	<ul style="list-style-type: none"> <li>• Listen, watch, and learn</li> </ul>

<b>Be RESPONSIBLE</b>	<ul style="list-style-type: none"> <li>• I use equipment appropriately</li> <li>• I am in the right place at the right time</li> <li>• I follow teacher directions</li> <li>• I take an active role in classroom activities</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Have a purpose</li> <li>• Be polite</li> <li>• Move carefully</li> </ul>	* I am in the right place at the right time	<ul style="list-style-type: none"> <li>• Listen attentively</li> <li>• Support students celebrations</li> </ul>
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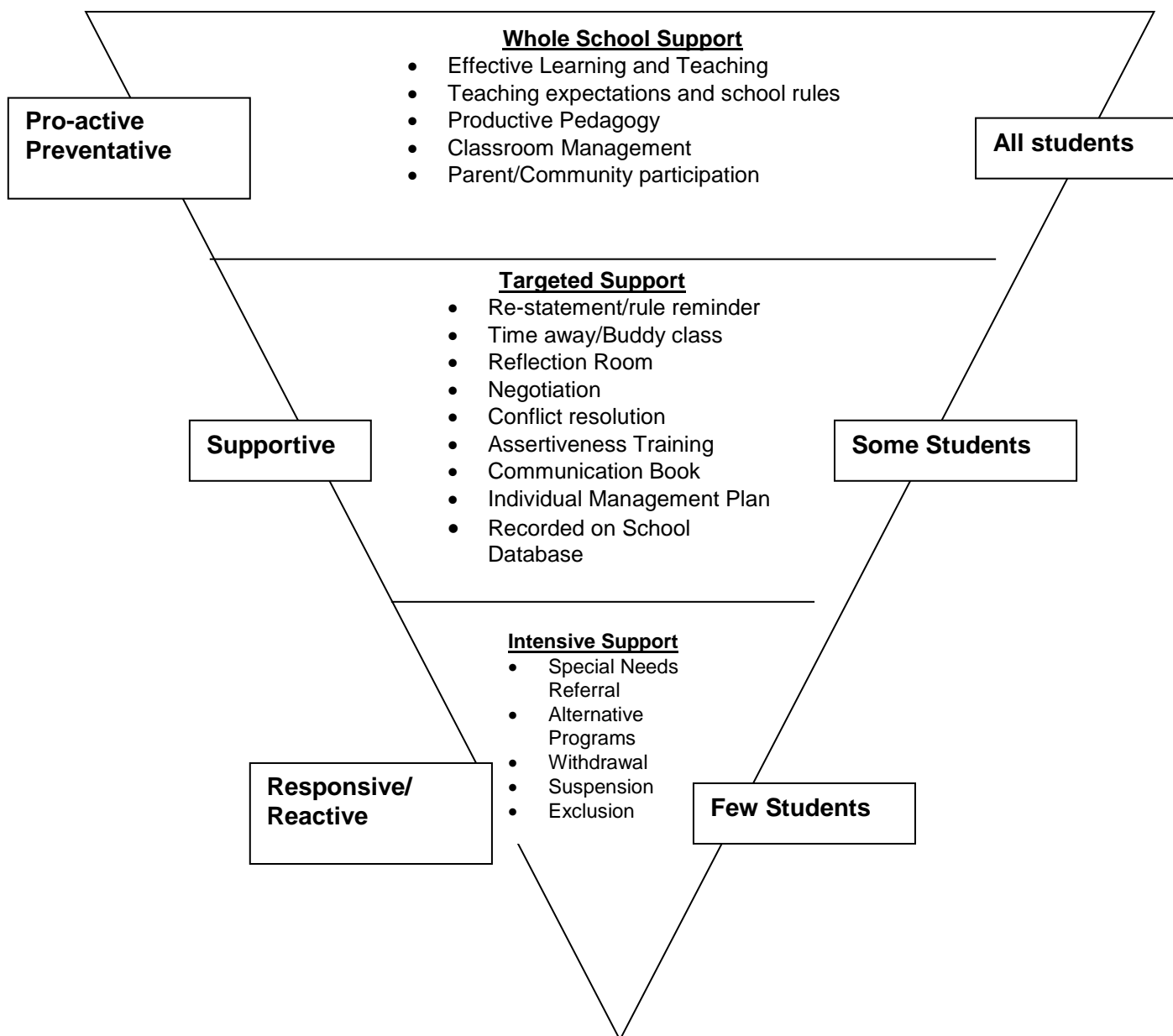
CODE OF CONDUCT	PLAYGROUND	EATING	TOILETS	TUCKSHOP
<b>Be RESPECTFUL</b>	<ul style="list-style-type: none"> <li>• Share equipment</li> <li>• Take turns and play cooperatively</li> <li>• Include others</li> <li>• Consider and care for the environment</li> <li>• Return all equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Follow instructions of adults</li> <li>• Use manners at all times</li> <li>• Put all rubbish in the bin</li> </ul> <p>Wait to be dismissed before play time by the adult</p>	<ul style="list-style-type: none"> <li>• Use a quiet voice</li> <li>• Respect privacy</li> <li>• Keep toilet area clean</li> <li>• If all toilets are occupied – line up outside</li> </ul>	<ul style="list-style-type: none"> <li>• Wait quietly in line to be served</li> <li>• Use good manners</li> <li>• Use friendly language</li> <li>• Clean up eating area</li> </ul>
<b>Be SAFE</b>	<ul style="list-style-type: none"> <li>• Be Sunsmart</li> <li>• Use equipment properly</li> <li>• Stay in designated areas</li> <li>• Run only where permitted</li> <li>• Keep hands, feet and body to self</li> <li>• Wear appropriate clothing and footwear</li> <li>• Use school equipment only</li> </ul>	<ul style="list-style-type: none"> <li>• Sit down to eat</li> <li>• Keep hands, feet and body to self</li> <li>• Use a quiet voice</li> </ul>	<ul style="list-style-type: none"> <li>• Flush</li> <li>• Wash hands with soap</li> <li>• Walk carefully on any wet areas</li> <li>• Report problems to the teacher</li> <li>• Return directly to class</li> </ul>	<ul style="list-style-type: none"> <li>• Eat own food</li> <li>• Move to eating area</li> <li>• Keep hands, feet and body to self</li> <li>• Only buy menu items for yourself</li> </ul>
<b>Be a LEARNER</b>	<ul style="list-style-type: none"> <li>• Have a purpose</li> <li>• Know the playground rules and use them</li> <li>• Be punctual to team training sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Help younger children to develop independent eating skills</li> <li>• Model</li> </ul>	<ul style="list-style-type: none"> <li>• Have a purpose</li> <li>• Have teacher's permission to use the toilet area</li> <li>• Use only enough water to wash your hands</li> </ul>	
<b>Be Responsible</b>	<ul style="list-style-type: none"> <li>• Follow the playground rules</li> <li>• Actively support peers</li> <li>• I return equipment to the</li> </ul>	<ul style="list-style-type: none"> <li>• Put my rubbish in the bins</li> <li>• Display eating manners</li> </ul>	<ul style="list-style-type: none"> <li>• I use toilets responsibly and leave the area clean for others to use</li> </ul>	<ul style="list-style-type: none"> <li>• Wait for your turn</li> <li>• Use manners</li> </ul>

	appropriate place on the bell			
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CODE OF CONDUCT	BUS	CARPARK
<b>Be</b> RESPECTFUL	<ul style="list-style-type: none"> <li>• Use a quiet voice</li> <li>• Use friendly language</li> <li>• Move punctually and sit in bus lines</li> <li>• Follow driver's instructions and Bus Code of Conduct.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow adult instructions</li> <li>• Be courteous to motorists</li> </ul>
<b>Be</b> SAFE	<ul style="list-style-type: none"> <li>• Stay in your seat</li> <li>• Keep hands and objects inside the bus</li> <li>• Keep hands, feet and body to self</li> </ul>	<ul style="list-style-type: none"> <li>• Stay on the footpath</li> <li>• Use the crossings</li> </ul>
<b>Be a</b> LEARNER	<ul style="list-style-type: none"> <li>• Be on time outside waiting</li> <li>• Sit in assigned seat if requested</li> </ul>	<ul style="list-style-type: none"> <li>• Help younger children to develop safety rules</li> </ul>
<b>Be</b> RESPONSIBLE	<ul style="list-style-type: none"> <li>• Wait safely in the designated area</li> </ul>	<ul style="list-style-type: none"> <li>• Be alert and use road safety rules</li> </ul>

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

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.



Maroochydore State School implements the following proactive and preventative processes and strategies to support student behaviour:

- A weekly class Bee Winner dedicated to positively reinforcing the schools expectations and standards around positive behaviour and recognition on Parade with a certificate, a photo and display on the Office noticeboard
- Communication with parents around student behaviour and gathering information on causes and planning for positive behaviour outcomes
- A weekly behaviour rule discussed with students at parade by staff
- Data analysis to support staff in sharing successful practices
- Comprehensive induction programs in the [Maroochydore SS 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 expected school behaviour

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

We use a – don't just tell them what not to do,  
teach them what you would like them to do instead approach

#### **Maroochydore State School Active Supervision**

1. Do I have at least 4 positive contacts for each negative student contact?
2. Do I move continuously through the area – obvious, positive, interactive and unpredictable?
3. Do I scan frequently?
4. Do I positively interact with a range of students?
5. Do I handle minor rule violations effectively and consistently? Follow up?
6. Do I follow procedures for handling major violations – following school processes, a thorough investigation, documenting in One School, contacting parents and following up with Admin?

#### 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.

For repeated behaviours all staff are to contact parents to establish a positive partnership to address and establish a clear standard and expectation.

#### **Targeted behaviour support:**

Each year a small number students at [Maroochydore State School](#) are identified through our data as needing a little bit extra in the way of targeted behavioural support. In most cases the inappropriate or unacceptable behaviour may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

These students attend their normal scheduled classes and activities with appropriate adjustments if required. However they have increased daily opportunities to receive positive contact with adults,

additional support from the school admin and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the Program through academic support, adult mentoring or intensive social skills training.

Parent involvement and updating is an important part of the process.

This **flexible and individual approach** is coordinated by the school admin team and staff involvement. All staff members are provided with continuous professional development consisting of an overview of 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, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

#### **Intensive behaviour support: School Based Team**

**Maroochydore 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. The **school based Team:**

- works with other staff members to develop appropriate behaviour expectations and strategies
- monitors the impact of support for individual students through continuous data collection
- provides consistent strategies and adjustments outlined within the Individual Learning Plan, and
- works with the **school Administration** to achieve continuity and consistency.

The **school based Team** has a simple and quick referral system that is 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 specialist behaviour services staff.

### **5. Consequences for inappropriate or unacceptable behaviour**

**Maroochydore State School** 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.

**An office referral form (Appendix 4)** is used to assist staff to record all minor and major problem behaviour incidents on OneSchool.

#### 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 it happens
- **Major** behaviour incidents are referred directly to the school Administration team

**Minor** problem 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 directs the student to Administration and notifies the Office.** A report, including the teacher investigation of the student's behaviour is recorded on One School by the teacher and a phone call to the parent is made.

Major unacceptable behaviours may result in the following consequences:

- **Level One:** Time out, detention (see Safe, Supportive and Disciplined School Environment procedure for guidelines), loss of privilege, restitution, warning regarding future consequence for repeated or persistent inappropriate behaviour, referral for more pro-active support

AND/OR

- **Level Two:** Parent contact, referral to Guidance Officer, referral to **school based Team**, referral for specialist behaviour services, suspension from school, behaviour improvement conditions.
- **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 Behaviour Improvement Condition or a School Disciplinary Absence (suspension or proposal/recommendation for exclusion) as a consequence of unacceptable behaviour.

#### Definition of consequences\*

<b>Time out</b>	The principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down.  During time out, student is to be supervised and given an opportunity to rejoin class in intervals of no more than 10 minutes.
<b>Detention</b>	The principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations.  A detention is no more than 20 minutes during school lunch
<b>Temporary Removal of Property</b>	A principal or staff member of Maroochydore State School has the power to temporarily remove property from a student, as per the procedure <a href="#"><u>Temporary Removal of Student Property by School Staff.</u></a>



<b>School Disciplinary Absences (SDA)</b>	
<b>Suspension</b>	<p>A principal or HOC, under direction of the principal, may suspend a student from school under the following circumstances:</p> <ul style="list-style-type: none"> <li>▪ disobedience by the student</li> <li>▪ misconduct by the student</li> <li>▪ other conduct that is prejudicial to the good order and management of the school.</li> </ul>
<b>Behaviour Improvement Condition</b>	<p>The principal may impose a behaviour improvement condition if the principal is reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour.</p> <p>A <i>Behaviour Improvement Condition</i> requires the student to undertake a behaviour management program arranged by the school's principal. The program must be:</p> <ul style="list-style-type: none"> <li>▪ reasonably appropriate to the challenging behaviour</li> <li>▪ conducted by an appropriately qualified person</li> <li>▪ designed to help the student not to re-engage in the challenging behaviour</li> <li>▪ no longer than three months.</li> </ul>
<b>Proposed exclusion or recommended exclusion</b>	<p>A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:</p> <ul style="list-style-type: none"> <li>▪ disobedience</li> <li>▪ misconduct</li> <li>▪ other conduct that is prejudicial to the good order and management of the school, or</li> <li>▪ breach of Behaviour Improvement Conditions.</li> </ul>
<b>Cancellation of enrolment</b>	<p>The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school.</p>

\*Refer to departmental procedure [Safe, Supportive and Disciplined School Environment](#) for further details.

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

	Area	Minor	Major
<b>Being Safe</b>	Movement around school	<ul style="list-style-type: none"> <li>▪ Running on concrete or around buildings</li> <li>▪ Running in stairwells</li> <li>▪ Not walking bike in school grounds</li> </ul>	
	Play	<ul style="list-style-type: none"> <li>▪ Incorrect use of equipment</li> <li>▪ Not playing school approved games</li> <li>▪ Playing in toilets</li> </ul>	<ul style="list-style-type: none"> <li>▪ Throwing objects</li> <li>▪ Possession of weapons</li> </ul>
	Physical contact	<ul style="list-style-type: none"> <li>▪ Minor physical contact (eg: pushing and shoving)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Serious physical aggression</li> <li>▪ Fighting</li> </ul>
	Correct Attire	<ul style="list-style-type: none"> <li>▪ Not wearing a hat in playground</li> <li>▪ Not wearing shoes outside</li> </ul>	
	Other		<ul style="list-style-type: none"> <li>▪ Possession or selling of drugs</li> <li>▪ Weapons including knives and any other items which could be considered a weapon being taken to school</li> <li>▪ Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</li> </ul>
<b>Being Responsible</b>	Class tasks	<ul style="list-style-type: none"> <li>▪ Not completing set tasks that are at an appropriate level</li> <li>▪ Refusing to work</li> </ul>	
	Being in the right place	<ul style="list-style-type: none"> <li>▪ Not being punctual (eg: lateness after breaks)</li> <li>▪ Not in the right place at the right time.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Leaving class without permission (out of sight)</li> <li>▪ Leaving school without permission</li> </ul>
	Follow instructions	<ul style="list-style-type: none"> <li>▪ Low intensity failure to respond to adult request</li> <li>▪ Non compliance</li> <li>▪ Unco-operative behaviour</li> <li>▪ Swearing</li> </ul>	
	Accept outcomes for behaviour	<ul style="list-style-type: none"> <li>▪ Minor dishonesty</li> </ul>	<ul style="list-style-type: none"> <li>▪ Major dishonesty that impacts on others</li> </ul>
	Rubbish	<ul style="list-style-type: none"> <li>▪ Littering</li> </ul>	
	Mobile Phone or personal technology devices	<ul style="list-style-type: none"> <li>▪ Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation</li> <li>▪ Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</li> </ul>

<b>Being Respectful</b>	Language	<ul style="list-style-type: none"> <li>▪ Inappropriate language (written/verbal)</li> <li>▪ Calling out</li> <li>▪ Poor attitude</li> <li>▪ Disrespectful tone</li> </ul>	<ul style="list-style-type: none"> <li>▪ Offensive language</li> <li>▪ Aggressive language</li> <li>▪ Verbal abuse / directed profanity</li> </ul>
	Property	<ul style="list-style-type: none"> <li>▪ Petty theft</li> <li>▪ Lack of care for the environment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Stealing / major theft</li> <li>▪ Wilful property damage</li> <li>▪ Vandalism</li> </ul>
	Others	<ul style="list-style-type: none"> <li>▪ Not playing fairly</li> <li>▪ Minor disruption to class</li> <li>▪ Minor defiance</li> <li>▪ Minor bullying</li> </ul>	<ul style="list-style-type: none"> <li>▪ Major bullying</li> <li>▪ Major disruption to class</li> <li>▪ Blatant disrespect</li> <li>▪ Major defiance</li> <li>▪ Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</li> </ul>

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

## WORKING TOGETHER TO KEEP **MAROOCHYDORE STATE SCHOOL** SAFE

We can work together to keep knives out of school. At [Maroochydore 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, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives
- any item that can be used as a weapon, for example, a chisel.

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

### What will happen if I bring a knife 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. This falls within the MAJOR behavior category with the consequences applicable to Level Three including suspension and behavior support from The Regional Behaviour team and Community Agencies.
- 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.

### 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; and
- identify what they will do to change their behaviour in line with expected school behaviour.

Should an inappropriate or unacceptable behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

### Ensuring consistent responses to inappropriate or unacceptable behaviour

At [Maroochydore 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 situation 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 unacceptable behaviour. This consistency ensures that actions taken are responsive to the safety and well-being of students and staff.

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 unacceptable behaviour** is defined as behaviour of such intensity, frequency, or duration that the physical safety and well-being of the student or others is likely to be placed at serious risk.

### **Immediate Strategies**

- Avoid escalating the unacceptable 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 situation or incident, 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.

### Reinforcement and Correction Strategies

- 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 unacceptable behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

### Follow Up Strategies

- Restore normal school operations as soon as possible.
- Provide post incident opportunities that include:

- Assisting any distressed student/s to access appropriate support, e.g. Guidance Officer.
- Assisting the individual 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.
- Recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.

### **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 [Maroochydore State School](#)'s staff demonstrate a duty of care to protect students and staff from foreseeable risks of injury. 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 reduce the risk of harm to self or others
- 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 Incident Report (Appendix 5)
- Student Record of Incident (as per process for Natural Justice).

## **7. Network of student support**

Students at [Maroochydore State School](#) are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- |                        |                                   |
|------------------------|-----------------------------------|
| ▪ Parents              | ▪ Advisory Visiting Teachers      |
| ▪ Teachers             | ▪ SWPB School Support             |
| ▪ Support Staff        | ▪ Senior Guidance Officer         |
| ▪ HOC                  | ▪ School Chaplain                 |
| ▪ Administration Staff | ▪ School Based Police Officer     |
| ▪ Guidance Officer     | ▪ School Based Youth Health Nurse |

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

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

## 8. Consideration of individual circumstances

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

Maroochydore 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 information relevant to the students' age, gender, disability, cultural background, socioeconomic situation, mental health and wellbeing, emotional state (such as individualised learning plan or individual education plan), and
- 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
  - receive adjustments appropriate to their learning and/or impairment needs
  - provide written or verbal statements that will be taken into consideration in the decision making processes
  - ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.

## 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](#)
- [Weapons Act 1990](#)
- [Work Health and Safety Act 2011](#)
- [Work Health and Safety Regulation 2011](#)
- [Right to Information Act 2009](#)
- [Information Privacy \(IP\) Act 2009](#)

## 10. Related 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

- [Schoolwide Positive Behaviour Support](#)
- [Code of Conduct for School Students Travelling on Buses](#)
- [National Safe Schools Framework](#)
- [National Safe Schools Framework Resource Manual](#)
- [Working Together resources for schools](#)
- [Cybersafety and schools resources](#)
- [Bullying. No way!](#)
- [Take a Stand Together](#)

#### 12. Endorsement

\_\_\_\_\_  
Principal

\_\_\_\_\_  
P&C President or  
Chair, School Council

\_\_\_\_\_  
Assistant Regional Director

Effective Date: ..... to .....

### **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 phones, 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 disciplinary consequences.

#### **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 [Maroochydore State School](#). Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) to disseminate to others (including distribution by phone or internet posting) build 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 school student 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<sup>1</sup>, 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 proposal/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 the Queensland Police Service.

### **Text communication**

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

### **Assumption of cheating**

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

### **Recording Private Conversations and the *Invasion of Privacy Act 1971***

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

---

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

### **Special Circumstances Arrangement**

Students who require the use of a personal assistive 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.

### **Inappropriate behaviour outside of school hours**

Students may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

*\* Personal Technology Devices include, but are not limited to the following devices; portable gaming devices, the iPhone, iPod, iPod Touch or iPad, Tamagotchi® and similar games, laptop computers, PDAs, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones and devices of a similar nature.*

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

#### Purpose

1. [Maroochydore State School](#) strives to create positive, predictable environments for all students at all times of the day. The disciplined 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 Maroochydore State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.
3. Bullying behaviours that will not be tolerated at [Maroochydore 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 [Maroochydore 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 [Maroochydore State School](#) are an addition to our already research-validated school wide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

## **Prevention**

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:
  - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
  - All students know the **4 school rules** and have been taught the expected behaviours attached to each rule in all areas of the school
  - All students have been or are being taught the specific routines in the 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.
9. Cyberbullying often does not occur at school. Students are explicitly taught safe, responsible and respectful practices, how to safely conduct and internet search, what cyberbullying is and what they should do if they receive unwanted messages including for example:
  - Not to respond to messages but keep them to report to parents and/or teachers immediately
  - Report any instances they see as a bystander of cyberbullying to parents and/or the Police immediately.

Maroochydore State School will investigate and respond to any incident of a student cyberbullying using the school's devices with parental involvement.

10. 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.

11. 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.
  12. 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.
  13. **Maroochydore State School will communicate the importance of positive and supportive behaviours within our school community.**
  14. 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 [Maroochydore 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'.
  15. [Maroochydore State School](#) uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.
-

### **WORKING TOGETHER TO KEEP Maroochydore State School SAFE**

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

- Every student has the right to feel safe and be safe at school.
- No knives are allowed to be taken to school by students.
- There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

If a student has a knife a school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

#### **What kinds of knife are banned?**

- No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel.
- Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.
- In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

The Principal or HOC can take action against a student who brings a knife to school.

- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences including suspension and exclusion.
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
- If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the principal and given to the police.

#### **How can parents help to keep Maroochydore State School safe?**

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children's lunch boxes, pencil cases or craft kits.
- Contact your school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact the Principal

## Appendix 4

### Maroochydore State School Internal Behaviour Referral Form (Optional)

<b>Student Name:</b>			<b>Location (please tick)</b>	
<b>Date:</b>	<b>Time:</b>	<b>Class:</b>	Playground	
<b>Referring staff member :</b>			Specialist Lesson	
			Classroom	
			Other	

Problem Behaviour			
Minor (Please tick)		Major (Please tick)	
<b>Defiance/Disrespect</b> Low intensity brief failure to follow directions		<b>Defiance/Disrespect</b> Continued refusal to follow directions, talking back and / or socially rude interactions.	
<b>Physical Contact</b> Student engages in non-serious but inappropriate physical contact.		<b>Physical Aggression</b> Actions involving serious physical contact where injury may occur (eg hitting, punching, hitting with an object, using weapons (including knives) kicking, scratching etc)	
<b>Inappropriate language</b> Low intensity language (eg shut up, idiot etc)		<b>Inappropriate / Abusive language</b> Repeated verbal messages that involve swearing or use of words in an inappropriate way directed at other individual or group	
<b>Disruption</b> Low intensity but inappropriate disruption.		<b>Disruption</b> Repeated behaviour causing an interruption in a class or playground. (eg. yelling or screaming, noise with material, disrupting games, sustained out of seat behaviour etc)	
<b>Property Misuse</b> Low intensity misuse of property.		<b>Vandalism</b> Student engages in an activity that results in substantial destruction or disfigurement of property	
<b>Bringing/using personal property at school</b> Access social media website such as Facebook during school hours		<b>Bringing/using personal property at school</b> Possess items (eg. weapons including knives) that could potentially affect the safety and wellbeing of students and staff.	
<b>Dress Code</b> Student wears clothing that is near, but not within, the dress code guidelines defined by the school.		<b>Dress Code</b> Refusal to comply with school dress code.	
<b>Safety</b> Student engages in brief or low-level safety violation not involving hurting any other individuals or groups.		<b>Safety</b> Student engages in frequent unsafe activities where injury may occur.	
<b>Dishonesty</b> Student engages in minor lying/cheating not involving any other person.		<b>Major Dishonesty</b> Student delivers message that is untrue and / or deliberately violates rules and/or harms others	
<b>Other</b>		<b>Bullying</b> Repeated teasing, physical and verbal intimidation of a student.	
		<b>Other</b>	

<b>School Expectation Category</b>			
Be SAFE		Be Respectful	Be Responsible

<b>Others involved in incident</b>					
None		Peers		Staff	Other

**Appendix 5**

**Incident Report  
(Investigation)**

Name: ..... Date: .....

Person Completing Form: .....

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



## Appendix 6

### Debriefing Report

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

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

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

Debriefing should provide information on:

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

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

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

#### Questions for staff

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

#### Questions for student

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

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

# APPENDIX 7

## BULLYING - NO WAY Information Brochure



### If You SEE Bullying:

- \*Be a friend to the target
- \*Invite the target to stay with your group



- \*Tell the bully –  
“*CUT IT OUT, LEAVE THEM ALONE*”
- \*Report it to a teacher

### If You Are BEING Bullied:

- \*Try brushing it off  
“*YEAH, WHATEVER!*”
- \*Stand up straight and firmly say -  
“*LEAVE ME ALONE*”
- \*Hold your hand out and say -  
“*STOP IT*”
- \*Move away to a crowded area
- \*Report it to a teacher



### Who To Speak To

#### Students need to let someone know if they are being bullied.

Talk to your friends, ask for help, follow our school guidelines.  
If the problem continues, report it to your class teacher or playground teacher first.  
If the problem continues, ask advice from parents and report it to one of the school administration:

#### Outside Incidents

→ In serious or persistent cases, consider approaching the police

#### Regarding cyberbullying—

Keep copies of any texts, emails or offensive material sent or posted on the internet. This evidence can be traced back to the bully and dealt with through the school, your home internet or phone provider or police.

#### Other Helpful Resources

The following sites are excellent for any parents or young people seeking further information or advice:

[www.cybersmart.gov.au](http://www.cybersmart.gov.au)  
[www.bullyingnoway.com.au](http://www.bullyingnoway.com.au)  
[www.kidshelp.com.au](http://www.kidshelp.com.au)



# Bullying - No Way!

An information  
brochure for  
parents  
and students

Maroochydore  
State School



Bullying is when someone purposely hurts or overpowers others, by using physical or emotional ways over an extended period of time.



VERBAL SOCIAL    PHYSICAL INTERNET    WRITTEN EMAIL

**TEXT MESSAGES**

- Hitting            Teasing            Tripping
- Pushing        Spreading rumours
- Threatening    Writing notes
- Intimidating    Text messages
- Taking property    Hiding belongings
- Deliberately embarrassing
- Always leaving someone out
- Telling others not to be friends



**What Does Maroochydore State School Do**

At Maroochydore State School, we celebrate positive behaviour. We specifically teach social skills, teamwork, cooperation and conflict management through our curriculum and lunchtime activities program.

We teach students how to follow our school rules of **SAFETY, LEARNING and RESPECT** in all our classes and we assist students to become self managed and reflective in their behaviours.

We promote antibullying strategies to all our students through our “5 Ways To Handle A Bully” posters and many other related activities.

As a preventative strategy, we focus on

1. What to do if you SEE bullying *and*
2. What to do if you are BEING bullied

We have regular staff and student training in the prevention of bullying and also in responding to bullying.

In the instance that we need to address an incident of bullying we use a Restorative Justice approach—where those bullied describe how they have been affected and how they would like things to be made better. Those who have bullied reflect on their practices and repair any damage done through restorative action.

If necessary, students are involved in specific follow up programs (social skills, anger management, restricted play, assertive skills and confidence building).

**What Can Parents Do To Help?**

Help your child to use the school strategies:

- Try brushing it off or responding with a joke
- Stand tall and confidently
- Say “Leave me alone” or “Stop it”
- Move to a crowded area, stay with others

- Report it to a teacher

Stay calm and cool

Help your child become

“tease resilient”

Don’t advise your child to hit back or bully back, it usually makes matters worse.

Encourage your child to develop positive friendships, confidence and self esteem (join groups and activities, share common interests)

Monitor your child’s social activities to see where you could assist further—whether they may be bullying or being bullied

Approach your child’s teacher to further discuss any concerns and ask for ideas on any specific areas your child may need further assistance in

Keep in contact with your child’s teacher to monitor that any bullying has ceased

**APPENDIX 8**  
Restorative “Chat”

*What are some of the things we want to achieve with students when they are involved in playground disputes?*

**The following questions and process:**

- Ensure both/all parties are “heard” by an adult and others involved – (thoroughly or quickly)
- Parties get a chance to air their issues
- Parties feel their issues are validated, not just dismissed
- Parties feel that the adult is “doing something” about the issue
- Parties are taught about empathy and considering others
- Parties feel that they have a say in what should naturally happen when people/property is hurt
- Parties see that justice will be done – consequences will happen

**Based on:**

Natural Justice – discussing what should naturally happen when someone hurts, breaks etc..  
Restorative Justice – parties need to restore relationships when they hurt others, break trust etc.

**Example Questions:** (For an in depth restorative process)

*To the “Wrongdoer”*

**What happened?**

What were you thinking at the time?  
What have you thought about since?

**Who do you think has been affected by what you did?**

In what way?

**What do you need to do to make things right?**

How can we make sure this doesn’t happen again?  
What can I do to help you?

*To the “Victim”*

What happened?

**What did you think when it happened?**

What have you thought about since?

**How has it affected you?**

What’s been the worst of it?

**What’s needed to make things right or fair?**

How can we make sure this doesn’t happen again?

*When Stuck*

Was it the right or wrong thing to do?

Was it fair or unfair?

Was it against our rules?

What exactly are you sorry for?

If you did know – what would you say?

## APPENDIX 9

### CRISIS MANAGEMENT PLAN FOR RAPID SAFE CONTROL

1. ESTABLISH THE CONTEXT	4. EVALUATE RISKS
2. IDENTIFY RISKS	5. TREAT RISKS
3. ANALYSE RISKS	6. COMMUNICATION & MONITOR

Student name: \_\_\_\_\_

Date: \_\_\_\_\_ Place: \_\_\_\_\_ Time: \_\_\_\_\_

Recorder: \_\_\_\_\_

#### What is the behavioural risk?

\_\_\_\_\_

\_\_\_\_\_

#### Where/when is the behavioural risk most likely to occur?

\_\_\_\_\_

**What happens when the behavioural risk occurs?** (describe the possible phases of behavioural escalation and its effects)

A) to the child \_\_\_\_\_

\_\_\_\_\_

B) to the adult \_\_\_\_\_

\_\_\_\_\_

C) to others \_\_\_\_\_

\_\_\_\_\_

D) to the environment \_\_\_\_\_

\_\_\_\_\_

#### What actions are likely to reduce / stop the risk?

\_\_\_\_\_

#### What exactly will you do to gain rapid safe control?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

#### What can others do to assist? \_\_\_\_\_

Peers: \_\_\_\_\_

Other staff: \_\_\_\_\_

Admin: \_\_\_\_\_

Parents: \_\_\_\_\_

#### Contact details of significant others

Parents/Carers: \_\_\_\_\_

Medical Specialist: \_\_\_\_\_

## APPENDIX 10

### UNIFORM REGULATIONS as per Maroochydore State School Prospectus

Please be assured that the following requirements ensure that clothing or apparel worn by students is not

- Unsafe for student or others
- Likely to result in a risk to health and safety of students or others
- Likely to disrupt, or negatively influence normal school operations

**Make-up:** No make-up (foundation, mascara, eye-liner, lip gloss) will be accepted. Anyone wearing make-up will be asked to remove it and will not return to play until this is done.

**Jewellery:** Only a watch, one pair of small stud earrings and a Medical Alert bracelet is allowed. An item of significant cultural or religious belief is also permitted to be worn (under the uniform for safety purposes), as long as School Administration has been notified by the parent in writing. Any child wearing other jewellery will be asked to remove the item and, if necessary, give it to the teacher/ staff member for safe-keeping for the remainder of the day.

**Nail Polish:** Only clear nail polish is to be worn. Students wearing coloured nail polish will be asked to remove it by the next day.

**Hair:** collar length hair is to be plaited, braided or tied back with appropriate accessories (in school colours) – keeping it off the collar and out of the eyes. Students not complying will be asked to tie hair back using accessories kept at the Office. This applies to girls and boys.

**Uniform:** School uniform and appropriate closed in footwear are to be worn at all times. Any variation needs to be approved by the Principal.

Any student who continues to breach the uniform policy will be given warnings, school consequences and parents will be contacted.

## APPENDIX 11

### Maroochydore State school – Positive Bee Behaviour

(All points are open for discussion)

1. Every child starts with their Bee at the bottom of the hive each week.
2. Staff discuss the weekly focus behaviour during Parade
3. Classroom/school expectations discussed with class. Emphasis on children taking responsibility for their own actions.
4. When students are observed doing the focus behaviour, and or supporting positive and supportive behaviours their bee should be moved towards to top of the hive.

At the end of the week – those students at the top of the hive become the Bee Winner of the Week. Look at 2-3 students.

Bee Winners are presented a certificate on Parade by a staff member, and have a photograph taken for display.

Teachers can also present 2-3 certificates per week for other positive and supportive behaviours.

A yellow recognition invitation is to be sent home with upcoming award winners to invite parents to the parade.