Mountain Creek State School

Responsible Behaviour Plan for Students

Based on the Code of School Behaviour

1. Purpose

Mountain Creek 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.

The school's motto of **Caring, Sharing and Learning Together** highlights a commitment to collaborative approaches and teamwork to support the key values of **Being Respectful, Being Responsible and Being Safe**.

2. Consultation and data review

Mountain Creek State School developed this plan in collaboration with our school community. Broad consultation with parents and staff was undertaken and will continue to occur through such bodies as the staff forums, the P and C Association and the KidsMatter/Positive Behaviour for Learning team.

A review of the important data sets including attendance, unexplained absences, suspensions and exclusions and behaviour incidents has been conducted prior to the development of this plan. This will continue to occur for future planning and refinement.

The Plan was endorsed by the Principal and the President of the P and C Association after consultation with stakeholders as required in legislation.

3. Learning and Behaviour statement

All areas of Mountain Creek 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.   This is based on the following principles:

- When students are actively engaged in learning the need for behaviour management is minimized;
- Teaching, modelling and reinforcing positive social behaviour is an important element of a student's educational experience;
- Respect, responsibility and safety should be explicitly taught, modeled and encouraged by all members of our school community;
- Student behaviour is the responsibility of all staff and community members within our Professional Learning Community.

The Learning, Wellbeing and Community Engagement frameworks used at Mountain Creek State School draw upon strategies and practices from Positive Behaviour for Learning (PBL) and KidsMatter (KM). The school's Pedagogical framework is the Art and Science of Teaching (ASOT).

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KidsMatter is a mental health and well-being initiative for Australian primary schools. It provides proven methods, resources and support to identify and implement whole-school strategies to improve student mental health and wellbeing.

PBL gives priority to the establishment of systems that support the implementation of evidence-based behaviour support practices and procedures.   Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours.

The Art and Science of Teaching (ASoT) is a framework providing quality teaching that balances the necessity of research-based data with the equally vital need to understand the strengths and needs of individual students. ASoT uses key Design Questions to represent a logical planning sequence for successful instructional design. For classroom lessons to be truly effective, educators must examine every component of the teaching process with equal resolve to result in improved student achievement.

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

Be Safe
Be Respectful
Be Responsible

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

The Creeker Code is used around the school as a visual reminder to all students, staff, parents, visitors and school community members.

4.1 Universal Behaviour Support

Schoolwide Expectations Teaching Matrix

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. Mountain Creek State School emphasises the importance of directly teaching students the behaviours expected at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students and designed to prevent inappropriate behaviour and provide a framework for responding to unacceptable behaviour.

The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

	BE SAFE	BE RESPONSIBLE	BE RESPECTFUL
All Settings	• Use equipment safely • Keep hands, feet and objects to yourself • Walk on concrete areas • Follow directions • Solve problems with words • Care for yourself and others • Follow age laws for social media	• Be responsible for your own behaviour • Be on time • Be in the right place at the right time • Follow instructions • Wear correct uniform at all times • Be honest	• Respect others' personal space and property • Respect and value the differences in others • Respect and care for our school environment • Use polite language and tone • Wait your turn
Classrooms	• Walk • Sit on chairs safely	• Be organised • Strive for excellence • Be persistent • Stay on task • Participate fully in individual and/or group activities	• Raise your hand to speak • Respect others' right to learn and the teacher's right to teach • Be an active listener
Eating Areas	• Sit in the correct area to eat • Use good hygiene • Eat first, play second • Put lunch boxes away	• Eat your own food • Put rubbish in the bin • Wait to be dismissed	• Sit down when eating • Allow others the time to eat
To and From School	• Enter and exit school through correct gates • Obey all road safety rules • Use supervised crossings • Walk bike in school grounds • Go straight home from school or to agreed location	• Remember your before and after school arrangements • Move away and seek help if there is a problem with the behaviour of other students	• Represent your school with pride • Be respectful and courteous to everyone
Toilets	• Flush Toilet • Wash hands • No Playing	• Use the correct toilets • Remember to use toilets during breaks • Report any problems	• Respect privacy of others • Keep toilet area tidy
Transitions	• Enter and exit room in an orderly manner • Move between classes in an orderly manner	• Move promptly from class to eating areas • Move promptly to class after breaks • Leave school promptly	• Be respectful of other classes
Play Areas	• Play safely • Play school approved games • Use balls safely in appropriate areas • Wear shoes and socks at all times • Be sun-safe; wear a broad-brimmed hat	• Play in the correct area • Play responsibly • Return equipment	• Play fairly • Care for the environment

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

- Emergent reminders and / or behaviour teaching responding to local needs by classroom teachers; *and*
- Reinforcement of learning from behaviour focus areas on School Assemblies and during active supervision by staff during classroom and non-classroom activities.

Whole School Positive Behaviour Strategies

A range of proactive strategies are used at Mountain Creek State School to create a climate of positive relationships and support for students.

Orientation and Enrolment Processes

- On enrolment, the Student Code of Behaviour is outlined and all parties are expected to sign the 'enrolment agreement'. New students participate in an induction process which outlines the school rules and behavioural expectations.
- Each year, classes will develop Classroom Behaviour Plans and processes. These are organised to highlight classroom rules relating to being safe, respectful and responsible for the class context. Teachers collaborate with classes to define rules and tiered consequences for non-compliance and acknowledgement for positive behaviours.

School Communication and Data

- Newsletter articles and other updates highlight achievements and positive work that students have achieved.   Newsletters also contain information relating to Schoolwide Positive Behaviour and KidsMatter focus areas.
- Parent involvement is actively encouraged through consultative networks, learning activities and celebratory events.   The Parent Representative group meet throughout the year to share ideas and key information about school directions. The P and C Association and School Council support collaborative decision-making and teamwork.
- Records of behaviours are maintained by the school through OneSchool to help acknowledge positive behaviour and respond to trends or identified issues. School leaders and the PBL/KidsMatter team work together to monitor this data.
- Student's participation in leadership roles such as Student Council, Captains, Vice Captains and Prefects. These help to build a strong collaborative culture.
- Internal forums such as weekly briefings to staff and Staff Council provide ongoing opportunities to monitor and respond to emergent needs throughout the year. Discussion and consultation ensures common expectations and agreed practice occurs in all important areas.

High Engagement

- Teaching and learning practices engage students through inclusive curriculum and effective teaching. As a Professional Learning Community, Mountain Creek teachers utilise contemporary practices and share their learning in collaborative teams within and across year's levels and specialist areas.
- The Art and Science of Teaching (ASoT) is used as an agreed pedagogical framework. This provides consistent practice, common language and shared strategies to maximise student engagement and learning. Through maximised learning success, the risk of misbehaviour is minimised.
- Throughout the year, teachers explicitly teach and model positive behaviours by referring to the Expectations Matrix and our Creeker Code. This is further reinforced at assemblies and within newsletters.

Acknowledgement and Modelling

- To support a relationships focused culture, school assemblies are designed to revise our school motto of Caring, Sharing and Learning Together each fortnight. These are run by Year 6 students and celebrate success across the school, as well as highlighting key aspects of our Behaviour Matrix.

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- During general assemblies, student awards focus on Be Safe, Be Respectful and Be Responsible. These are publicly presented and acknowledged. Staff are encouraged to use OneSchool certificates to maximise positive behaviour recording.
- Student attendance awards are presented for 100% attendance to highlight the importance of making every day count to improve learning and relationships.
- Students are acknowledged for positive behaviours in the classroom and playgrounds through the use of Be Award tickets. Several are drawn at general assemblies to publicly acknowledge positive role models across the school.
- Implementation of Classroom Behaviour Plans occurs by all teaching staff including the use of positive reward based systems with stickers, stamps and tokens being an example. These provide ongoing feedback to students.
- Student Peer Mediators are trained as part of the Leadership badge program to allow Year 6 students to mentor students in lower school playground areas.

4.2 Targeted behaviour support:

Targeted behaviour support occurs around a specific setting, issue, student or group of students who are experiencing difficulties with choices and behaviour. Development and implementation of targeted support is team based and develops strategies that prevent or minimise the occurrence of the identified behaviours.

To promote the development of acceptable standards of behaviour that are conducive to a safe, supportive and productive learning and teaching environment, Mountain Creek State School uses a range of possible strategies to match specific needs and contexts. Examples of strategies could include:

- Curriculum adjustment to modify work and / or provide individual support to promote personal responsibility, respect to others and safe behaviours.
- Organised activities and recess adjustments to minimise difficult or complex situations for the student and others.
- Time out with supervision and option for participation where acknowledging school expectations.
- Restricted play situations and time to promote personal responsibility, respect to others and safe behaviours.
- Referral to Buddy Class. (Used on a needs basis around the school.)
- Communication with parents/caregivers and referral to our Student Services Team for further intervention or external support.
- Implementation of daily communication card/book to monitor behaviour.
- Referral to administrative or specialist staff to consider Individual Behaviour Support Plans.
- Referral to Guidance Officer for assessment and preliminary counselling and behavioural support
- A range of support – Support Teacher, Teacher Aide or administrator assistance
- Modified timetable
- Adjusted seating arrangements within the classroom.

Parent involvement supports success. Parent interviews with the class teacher, students, Principal, HOSS or Deputy are focussed on a united approach to setting a more positive pattern of behaviour. The strategies listed for targeted behaviour support are not exhaustive or mandatory. They provide examples of support that can be considered, depending on student needs and the context.

4.3 Intensive behaviour support:

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

Despite whole-school and targeted behaviour support practices within the school, some students may still display on-going inappropriate behaviour and need intensive behaviour support.

Students requiring intensive behaviour support will be case managed by a member of the administration team or specialist staff who initiates and oversees an *Individual Behaviour Support Plan (Intensive)* for

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the student. Generally, the Case Manager would be a Deputy Principal, Head of Student Services or the Guidance Officer. Effective communication amongst all stakeholders is essential at this level.
Possible strategies at this level may include:

- Use of flexible arrangement or alternate plans to enhance success and minimise anxiety.
- Development of an (Intensive) Individual Behaviour Support Plan (IIBSP).
- Specific behavioural skill/s and self-management instruction to maximise student success.
- Major modification of curriculum programs to improve behavior choices and learning outcomes.
- Involvement of support staff from within the school, district office and external agencies.
- Ongoing contact with parent / caregiver.
- Provision of staff professional learning and support to maximise skills to support programs.
- Procedures for ongoing monitoring, data collection, assessment and evaluation.
- Implementation of the school's Critical Incident Plan where necessary.

5. Consequences for inappropriate or unacceptable behaviour

Mountain Creek State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. Data is recorded on OneSchool at times for some minor and all major problem behaviour.

Minor and major behaviours

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

- **Minor** problem behaviour is handled by staff members at the time it happens-if considered necessary the report should be provided to the student's own class teacher
- **Major** problem behaviour is referred directly to the school Administration team

Minor behaviours are those that:

- may be managed by the Essential Skills for Classroom Management.
- 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 problem behaviours.
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

- a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion. Minor problem behaviours do not need to be entered in OneSchool.

- a re-direction procedure. The staff member takes the student aside and:
    1. names the behaviour that student is displaying,
    2. asks student to name expected school behaviour,
    3. states and explains expected school behaviour if necessary
    4. gives positive verbal acknowledgement for expected school behaviour.

Major behaviours **(including those that may happen at home but impact at school)** are those that:

- could not been resolved by the Essential Skills for Classroom Management
- significantly violate the rights of others
- put others / self at risk of harm

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- require the involvement of school Administration.

Major behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member notifies a school leader so they can manage the situation. The referral will be recorded in OneSchool by a staff member.

Major problem behaviours may result in the following consequences:

- Time in office, alternate lunchtime activities, loss of privilege, restitution, loss of break times, withdrawal to buddy class or warning regarding future consequence for repeated offence.
- Parent contact, referral to Guidance Officer, referral to Student Services Team, suspension from school.
- Students who engage in very serious problem behaviours such as significant non-compliance that impacts upon the safety of members of the school community, major violent physical assault, or the use or supply of weapons or drugs may be recommended for exclusion from school following an immediate period of suspension.
- Student Disciplinary Absences (eg suspension) will be used after consideration has been given to all other responses.

The following table outlines examples of major and minor problem behaviours:

	Minor - One School entry only if tracking data or ongoing incidents.	Major - One School entry required for all incidents.
Safety	• Running on concrete or around buildings • Running in stairs • Not walking bike in school grounds • Incorrect use of equipment • Not playing school approved games • Playing in toilets • Minor physical contact (eg: pushing and shoving) • Not wearing a hat in playground • Not wearing shoes outside	• Throwing dangerous objects with major risk • Possession of objects that could be used as a weapon • Use of an object as a weapon • Serious physical aggression • Fighting • Possession or selling of drugs • Possession of weapons eg knives
Responsibility	• Not completing set tasks that are at an appropriate level • Refusing to work • Not being punctual (eg: lateness after breaks) • Not in the right place at the right time. • Low intensity failure to respond to adult request • Non compliance • Unco-operative behaviour • Minor dishonesty • Littering • Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member)	• Leaving class without permission (out of sight) • Leaving school without permission • Major dishonesty • Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation
Respect	• Inappropriate language (written/verbal) • Calling out • Poor attitude • Disrespectful tone • Petty theft • Lack of care for the environment • Not playing fairly • Minor disruption to class • Minor defiance • Minor bullying / harassment • Minor bullying / harassment through use of social media	• Offensive language • Aggressive language • Verbal abuse / directed profanity • Stealing / major theft • Wilful property damage • Vandalism • Major or repeated bullying / harassment • Major or repeated bullying / harassment through use of social media • Major disruption to class • Blatant disrespect • Major defiance

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Relate problem behaviours to expected school behaviours

When responding to problem behaviours, staff members strive for students to understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- Refer to the Matrix to 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.

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.

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Physical Intervention

Staff may make legitimate the 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 himself/herself or to others.

Appropriate physical intervention may be used to ensure that Mountain Creek State School's staff demonstrates 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 is not to be used when a less severe response can effectively resolve situations
- 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
- Student Record of Incident on OneSchool

7. Network of student support

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

- Parents
- Student Support Services Team
- Teachers
- Administration Staff
- Guidance Officer
- Behaviour Support Consultant

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- Advisory Visiting Teachers
- Senior Guidance Officer

Support is also available through government and community agencies, such as:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- EVOLVE Therapeutic Services
- AIM Team
- Laurel House
- Lifeline
- Link In Association
- Juvenile Justice
- Integrated Family and Youth Services
- Family and Child Connect

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.

Mountain Creek 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*

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- *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

Tabled, reviewed and endorsed at the P and C Association in July 2017.

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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 mobile 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 discipline.

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 Mountain Creek 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

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bullying[1] or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:
- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).

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

Text communication

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

Assumption of cheating

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

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

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

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

Special Circumstances Arrangement

Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

Acknowledgement of Age Requirements for Social Media

Age limits for social media networks such as FaceBook and Instagram are publicised stating that users must be at least 13 years of age. It is an expectation of the school that students adhere to this at school. Families should also acknowledge this requirement to avoid exposing students to difficult social media issues at a young age. Where age requirements are not followed, the school can not resolve outcomes and secondary behaviours from involvement in such activities as families have chosen to disregard information provided.

* Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, IPods® and devices of a similar nature.

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

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Mountain Creek State School Mobile Telephone Consent

Student Name: _____

I request consent for my child _____ to bring a mobile telephone onto the school grounds or to a school event.

I and my child acknowledge that consent will be given subject to my child complying with the following protocols for the student usage of mobile telephones at Mountain Creek State School.

- *Mobile telephones will only be brought onto the school grounds, or to a school event, by my child where consent has been given by me and by the Principal / Deputy Principal of the school. This consent is to be signed and stored on the student's file in the school office.*

- *Unless specifically approved by the class teacher as a part of an educational program mobile telephones may not be taken into a classroom and must be stored in my child's school bag or may be kept securely at the school office.*

- *Mobile telephones may not be used throughout the school day or while at school.*

- *Should my child need to contact me, or should I need to contact my child during the school day, this should be done through the school office.*

- *Appropriate action will be taken against my child should they record or distribute images of other students or staff without their consent or use a mobile telephone to harass or bully other students.*

- *Mobile telephones should never be used in a place where it would be inappropriate to take a camera ie school toilets.*

- *Should my child need to access their phone in special circumstances during the school day they will only do so after receiving permission from their class teacher or the school principal or deputy principal.*

- *Should my child breach this policy the consent of the principal for my child to bring a mobile telephone onto the school grounds may be withdrawn.*

_____ date __/__/__   _____ date__/__/__
Parent Signature   *Principal or DP Signature*

I understand that my permission to bring a mobile telephone to school is conditional on my following the above conditions and that this consent may be withdrawn should I fail to do so.

_____ date__/__/__
Student Signature

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

Purpose

1. Mountain Creek State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:

   - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
   - raising achievement and attendance
   - promoting equality and diversity and
   - ensuring the safety and well-being of all members of the school community.

2. There is no place for bullying in Mountain Creek 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 Mountain Creek 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, any bullying behaviour whether at home or at school that impacts on teaching and learning, 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 Mountain Creek 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 Mountain Creek State School are an addition to our already research-validated schoolwide positive behaviour support processes. This means that all students are being made aware of expected school behaviours and receiving high levels of social

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acknowledgement for doing so. Reminders about 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 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.

9. Support can be offered through the Guidance Officer and School Chaplain when students experience bullying behaviour either as a person being bullied, the person bullying or are being a bystander.

10. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Mountain Creek State School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

11. It is critical that bullying reports are made appropriately. Students are taught that they must report bullying to either their class teacher or the Principal or Deputy Principal. The bullying report should be in the following format… eg " Mr Smith… Jason has been bulling me, can you help me please."

Acknowledgement of Age Requirements for Social Media

Age limits for social media networks such as FaceBook and Instagram are publicised stating that users must be at least 13 years of age. It is an expectation of the school that students adhere to this at school. Families should also acknowledge this requirement to avoid exposing students to difficult social media issues at a young age. Where age requirements are not followed, the school can not resolve outcomes and secondary behaviours from involvement in such activities as families have chosen to disregard information provided.

Referenced at http://education.qld.gov.au/studentservices/behaviour/qsaav/docs/cyberbullying-reputation-management-guidelines.pdf

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WORKING TOGETHER TO KEEP MOUNTAIN CREEK STATE SCHOOL SAFE

We can work together to keep knives out of school. At Mountain Creek 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 knives 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 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 and immediate progression to a Level 5 discipline level.
- 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 Mountain Creek 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 office.

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Appendix 4

Mountain Creek State School
Behaviour Referral Form
For use by staff without OneSchool or network access.

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

Problem Behaviour				
Minor (Please tick)		**Major** (Please tick)		
Defiance/Disrespect Low intensity brief failure to follow directions		**Defiance/Disrespect** Continued refusal to follow directions, talking back and / or socially rude interactions.		
Physical Contact Student engages in non-serious but inappropriate physical contact.		**Physical Aggression** Actions involving serious physical contact where injury may occur (eg hitting, punching, hitting with an object, kicking, scratching etc)		
Inappropriate language Low intensity language (eg shut up, idiot etc)		**Inappropriate / Abusive language** Repeated verbal messages that involve swearing or use of words in an inappropriate way directed at other individual or group		
Disruption Low intensity but inappropriate disruption.		**Disruption** 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)		
Property Misuse Low intensity misuse of property.		**Vandalism** Student engages in an activity that results in substantial destruction or disfigurement of property		
Dress Code Student wears clothing that is near, but not within, the dress code guidelines defined by the school.		**Dress Code** Refusal to comply with school dress code.		
Safety Student engages in brief or low-level safety violation not involving hurting any other individuals or groups.		**Safety** Student engages in frequent unsafe activities where injury may occur. Possession / use of an object as a weapon Possession of a weapon eg knives		
Dishonesty Student engages in minor lying/cheating not involving any other person.		**Major Dishonesty** Student delivers message that is untrue and / or deliberately violates rules and/or harms others		
Harassment / Bullying Teasing, physical and verbal intimidation of a student. Bullying / harassment through use of social media.		**Harassment / Bullying** Repeated teasing, physical and verbal intimidation of a student. Repeated harassment / bullying through use of social media		
Other		**Other**		

School Expectation Category					
Be SAFE		Be Respectful		Be Responsible	

Others involved in incident							
None		Peers		Staff		Other	

Action taken by staff member

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Incident Report for when Physical Intervention is required

Name: Date:

Person Completing Form:

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

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Debriefing Report

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

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

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

Debriefing should provide information on:

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

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

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

Questions for staff

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

Questions for student

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

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

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