Morayfield State School

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

The Code of
School Behaviour
Better Behaviour
Better Learning

Queensland
Government

1. Purpose

Morayfield 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.

We aspire, as part of Morayfield's nurturing of a *Supportive School Environment,* to develop within children increasing levels of self-reliance enabling them to behave appropriately and to problem-solve interpersonal conflicts with minimal/appropriate adult intervention.

This Responsible Behaviour Plan for Students is designed to facilitate the highest 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 aim of our *Responsible Behaviour Plan for Students* is to provide focused learning opportunities that enable students to accept ownership of their behaviour and to develop a realisation of the effect that their behaviour has on others. The plan endorses:

- Promoting a supportive community to create a caring, productive and safe environment for innovative teaching and learning practice;
- Promoting skills for lifelong learning;
- Fostering mutual respect, constructive communication and relationships among all members of the school community;
- Encouraging the development of responsible self-management skills;
- Encouraging and providing opportunities for all individuals to participate in engaging educational and cultural activities.

The school endeavours to achieve this through positive programs which develop:

- Social Skills
- *Anti-Bullying: Bullying No Way and High 5 Strategy* by incorporating;
- Sexual Harassment Guidelines and Protective Behaviours;
- Anti –discrimination Guidelines;
- National Framework for Values Education in Australian Schools

Morayfield State School is a PBL (Positive Behaviour for Learning) School and this is reflected in all aspects of our *Responsible Behaviour Plan for Students.*

2.   Consultation and Data Review

The development of this plan was facilitated by Morayfield State School's PBL team, in collaboration with our school community. Consultation with parents, staff and students was undertaken through a variety of forums during 2016 to ensure informed and collaborative decisions were made.

A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents were integral elements used in the collaborative processes.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director or Executive Director (Schools) in 2006, and was reviewed in 2008, 2011 and again in 2016 as required in legislation.

3.   School Beliefs about Learning and Behaviour

All areas of Morayfield State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Morayfield State School to create and maintain a positive and productive learning and teaching environment. ALL school community members have clear and consistent expectations and understandings of their role in the educational process. Staff participate in regular professional development regarding PBL and are actively involved in the decision making process. The PBL committee meet once a fortnight. Meeting minutes are forwarded to all staff and this is referred to at Staff and Teacher Aide meetings. A PBL session is part of the official induction process for new staff.

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.

The OVERALL GOAL of every classroom:

To have EVERY student LEARNING and PARTICIPATING in each lesson taught. To achieve this, each teacher is charged with the professional responsibility of ensuring that they are preparing for success.

At Morayfield we believe that…

- Children in the main choose their behaviours and have the capacity to be responsible for their own behaviour;
- All students can learn, enjoy learning and have the potential to succeed;
- All students have a right to learn and teachers have a right to teach without persistent disruption;
- All students can reach potential given an environment that suits their individual needs/backgrounds;
- Learning is a lifelong process and every situation is a learning situation;
- Children learn at different rates and in a variety of ways;
- Education is a community partnership involving teachers, students and parents; and
- Teachers have a significant impact on children's learning.

The Future is in our Hands: at Morayfield State School we recognise that appropriate behaviour, combined with social emotional learning and wellbeing is an important aspect of lifelong learning and the development of social skills.

We believe that building positive relationships with our children enables us to cater to individual needs and develop potential. At Morayfield, we strive to create a learning environment that supports and respects the rights of students to learn, the rights of teachers to teach and the rights of all to be safe.

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

School Rules and Expectations (Appendix 1):

- **Be respectful:** respect everyone's right to learn;
    - o **I have respect for Self**
    - o **I have respect for Others**
    - o **I have respect for Learning**
    - o **I have respect for Property**
- **Be responsible:** be responsible for your own learning and behaviour;
- **Be safe:** always act in a safe and calm manner.

These school rules and expectations 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.

Fundamental to the success of the Responsible Behaviour Plan is the decision to operate as a PBL school. Morayfield's commitment to **Positive Behaviour for Learning (PBL)** recognises that the engaged learning necessary to achieving positive future outcomes for all our students occurs best in a positive learning environment free from challenging social behaviours.

We endorse the perspectives of PBL and the beliefs that:

- Children can learn to recognise and choose their behaviours;
- Behaviours are learnt and children need to be specifically taught appropriate behaviours;
- Children need to have a clear understanding of appropriate behaviour;
- Children need limits and consequences for inappropriate behaviour;
- Children are responsible for their behaviour and any subsequent consequences;
- Children need positive recognition and support of appropriate behaviour;
- Administrative and parental support is an integral part of behaviour management.

The success of PBL at Morayfield State School is underpinned by:

- Building a relationship of trust, mutual respect and friendship with children;
- Having a challenging curriculum which is relevant to the needs and interests of all children;
- Focusing on and reinforcing positive behaviours;
- Having clear behavioural expectations, limits and consequences and communicating them;
- Involving children in the development of behavioural expectations;
- Ensuring consistency and persistence across the whole school community;
- Skilling children to enable them to behave appropriately;
- Ensuring all members of the community provide appropriate models of behaviour; and
- Lessons are explicitly taught and focus rules are implemented as a result of whole school data and revised as necessary.

4. Processes for Facilitating Standards of Positive Behaviour and Responding to Unacceptable Behaviour

Parents/Carers are provided with a copy of the school's Responsible Behaviour Plan and are specifically informed of the policy document when enrolling a student. Parents/Carers will be asked to sign in acknowledgement of being advised of the policy. In the event of a parent/carer refusing to sign acknowledgement, the Principal will advise of the policy and will sign in acknowledgement that this has been completed.

Roles

Students:

- Participate actively in the school's education program;
- Take responsibility for their own behaviour and learning
- Demonstrate respect for themselves, other members of the school community and the school environment;
- Behave in a manner that respects the rights of others, including the right to learn; and
- Are co-operative with staff and others with authority and members of the school community

Parents and Carers:

- Show an active interest in their child's schooling and progress;
- Co-operate with the school to achieve the best outcomes for their child;
- Support school staff in maintaining a safe and respectful learning environment for all students;
- Initiate and maintain constructive communication and relationships with school staff regarding their child's learning, wellbeing and behaviour;
- Contribute positively to behaviour support plans that concern their child;
- Ensure their child attends school every school day for the education program in which the child is enrolled; and
- Provide advice to school with reason for any non-attendance.

Staff:

- Provide safe and supportive learning environments;
- Provide inclusive and engaging curriculum and teaching;
- Initiate and maintain constructive communication and relationships with students and parents/carers;
- Promote the skills of responsible self-management; and
- Reflect on their practice to ensure that their teaching is meeting the needs and learning styles of students.

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

- School newsletter items and assembly presentations enable parents to be actively and positively involved in school behaviour expectations and celebration of achievement;
- High 5 strategies to develop problem solving skills and prevent bullying (**Appendix 2**)
- PBL team members' regular provision of information to staff, to support others in sharing successful practices;
- Comprehensive induction programs in the *Morayfield State School Responsible Behaviour Plan for Students* delivered to new and relief staff;
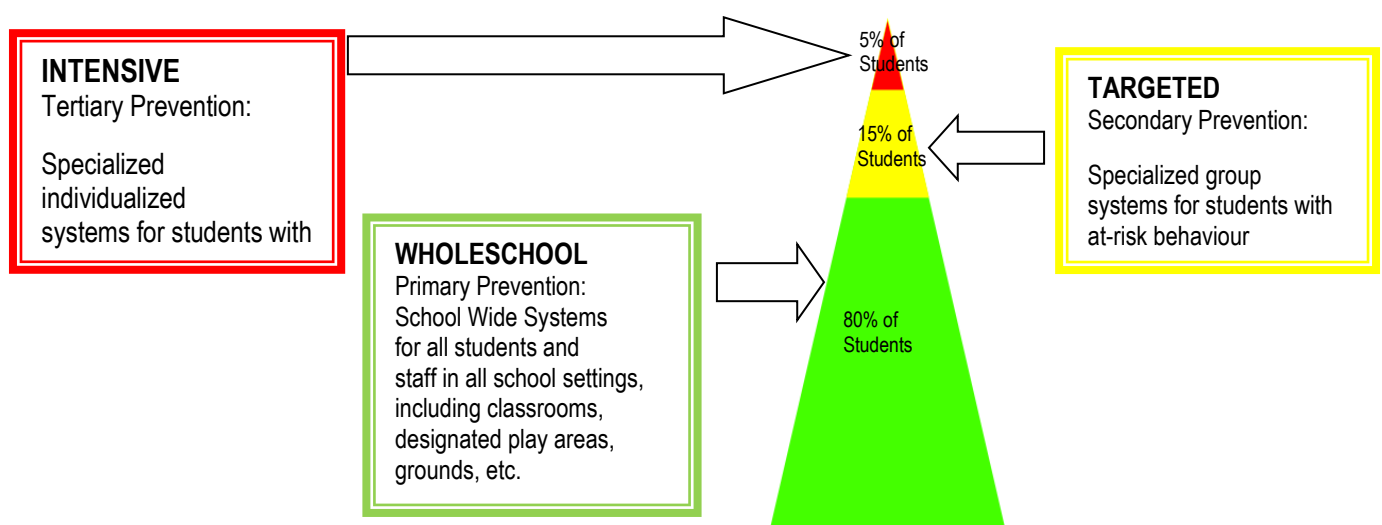
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings;
- Staff regularly attend professional development around the Essential Skills and Non-Violent Crisis Intervention
- Staff can participate in classroom profiling
- Development of specific policies to address:
  - The Use of Personal Technology Devices at School **(Appendix 3)**
  - Procedures for Preventing and Responding to Incidents of Bullying (Including Cyberbullying **(Appendix 4)**

5.   Universal Behaviour Support

Positive Behaviour for Learning (PBL) is a broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behaviour. It is a whole school approach which details a process for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. With PBL at Morayfield State School**:**

- Expectations for student behaviour are clearly defined based on full staff input;
- Effective behavioural support is implemented consistently by staff and administration;
- Appropriate student behaviour is explicitly taught;
- Positive behaviours are publicly acknowledged;
- Problem behaviours have clear consequences;
- Student behaviour is monitored and staff receive regular feedback;
- Effective behavioural support strategies are implemented at the school-wide, specific setting, classroom, and individual student level; and
- Effective behavioural support strategies are designed to meet the needs of all students.

THE PBL INTERVENTION PYRAMID effectively addresses the range of student behavioural needs, from those needing only minor support to those needing intensive in-depth supports.

INTENSIVE
Tertiary Prevention:

Specialized individualized systems for students with

5% of Students

15% of Students

TARGETED
Secondary Prevention:

Specialized group systems for students with at-risk behaviour

WHOLESCHOOL
Primary Prevention:
School Wide Systems for all students and staff in all school settings, including classrooms, designated play areas, grounds, etc.

80% of Students

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Morayfield State School, we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form

of universal behaviour support - a strategy directed towards all students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

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

- Behaviour lessons, expectations and routines explicitly taught by classroom teachers outlined in the Morayfield State School PBL Expectations Matrix;
- Reinforcement of learning from behaviour lessons on School Assemblies, school newsletters, signage around the school and during active supervision by staff during classroom and non-classroom activities.
- Model, use and explicitly teach behaviour support strategies including proactive strategies to prevent bullying such as 'Stop, Walk, Talk' (see Appendix 5 for anti-bullying program)

Staff Professional Development and Training

The school understands their obligation to train and update staff on effective behaviour management strategies. Staff are provided with ongoing access to professional development opportunities including:

- Essential Skills for classroom management
- Non-violent crisis intervention

Regular data analysis is implemented to identify successful behaviour management practices within the framework of PBL. Core staff members within the school have been identified to provide and develop this training. New staff participates in a PBL session during the induction process.
Morayfield State School participates in a 2 yearly SET analysis and from this data, the Responsible Behaviour Plan is reviewed and changes are made accordingly, if required.

Reinforcing Expected School Behaviour

At Morayfield 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.

Whole School Reward Systems include:

PBL focus skill

Each week a focus skill is chosen by the PBL team from data analysis of the OneSchool behaviour data**.** Skills are taken from the Morayfield Expectations Matrix. Each has class 'Rockets' that students can earn throughout the day. These will be displayed in class and tracked by the classroom teacher. At the end of each term, students who have achieved the nominated amount of rockets (as determined by the PBL committee at the commencement of each term) will be invited to attend a class celebration. Students can also earn 'Rockets' in the playground when they demonstrate PBL expectations. These tickets are then placed in a weekly prize, drawn on school assembly.

Principal's Morning Tea

Nominated class teachers choose two students who have demonstrated the expected behaviours during the week. Those students are invited to celebrate with the Principal and students chosen from other classes across the school with morning tea. Students are presented with a certificate.

Student of the Week

A Student of the Week from every class is celebrated on School Assembly each week. The Student of the Week awards reflect curriculum achievements, weekly focus behaviours or the values that underpin the school's social ethos. Specialist staff also presents a weekly student of the week award.

Positive Phone Calls/Postcards home

Positive phone calls and postcards are encouraged, either by classroom teachers/specialist teachers or Administration, when students have displayed improving behaviour choices and/or outstanding behaviour. Communication with parents is recorded on OneSchool under 'contacts'.

Attendance Awards

At Morayfield State School we celebrate and encourage the attendance of students by drawing daily attendance awards, weekly class trophy (presented at assembly) and term awards. Students who have achieved 95% and either a C or above in English and/or an A for effort in English are rewarded by participating in the Attendance Reward activity.

Responding to Unacceptable Behaviour

A student's core business when they come to school is learning. At Morayfield State School behaviour is treated in the same manner as curriculum, where students are explicitly taught real world social skills. Morayfield State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. Staff respond using the process of essential skills and strategies combined with the consequence flow chart.

Essential Skill Strategies

- Establishing expectations
- Instruction giving
- Wait and scan
- Cue with parallel acknowledgement
- Descriptive encouraging
- Body language encouraging
- Selective attending
- Redirect to learning/acceptable behaviour
- Giving a choice
- Follow through

Relating problem behaviours to expected school behaviours

We strive to develop a student's understanding of the relationship of the problem behaviour to the expected school behaviour and the effect the behaviour can have on themselves and others. Students are encouraged 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;
- Identify what they will do to change their behaviour in line with expected school behaviour.

Should the behaviour continue to occur, staff will implement consistent strategies that have been established in consultation with Class Teacher, Deputy Principal, Parent/Caregiver and any other professional support deemed necessary.

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

- Behaviour lessons conducted by classroom teachers;
- PBL weekly focus skills which include cohort meetings
- Reinforcement of 'School Expectations' on School Assemblies, cohort meetings and during active supervision by staff during classroom and non-classroom activities.

Ensuring Consistent Responses to Problem Behaviour

At Morayfield State School, staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school. This is addressed in staff inductions, beginning of year PBL presentations, regularly at staff meetings and individual meetings with staff. When reflecting with staff on student's behaviour, Administration will refer to the Morayfield Consequence Flow Chart and School Behaviour Record to ensure consistency and follow through of expected behaviours before further intervention such as targeted behaviour support is developed. Behaviour data is monitored through OneSchool data collections, reflection records and in consultation with staff. All Level 3 and Level 4 behaviour incidents must be recorded on OneSchool.

Students also receive instruction of how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour. Teachers will use a familiar script when responding to behaviour e.g. "You have 2 choices".

Whole school response systems are based on a level process**.**

Morayfield has a six step process in classrooms(Consequence Flow Chart):

- Ready to Learn
- Rule reminder
- Warning
- Time out in class
- Buddy Class (Appendix 6)
- Office/Detention Referral

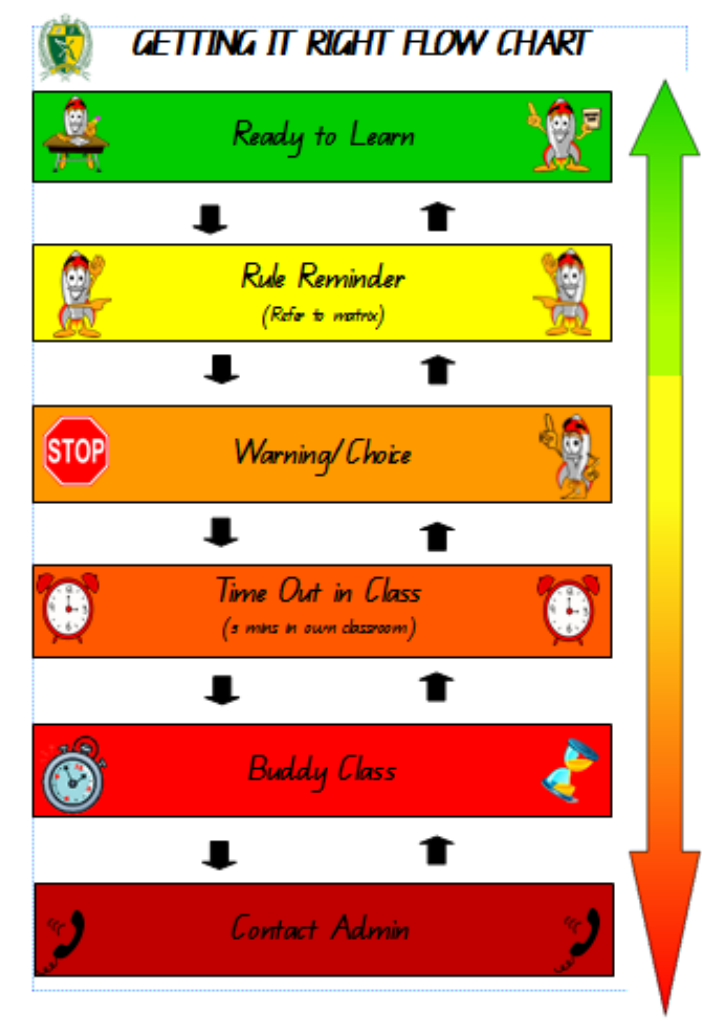In the playground the following process occurs:

- Verbal Redirections
- Rule reminder/Warning
- Restricted Play / Restitution
- Detention Room
- Office Referral / Individual Play Plan

Clearly defined four level process for managing behaviour:

	Student self-managed		Positive Behaviour Reinforced 100% of students
Level 1	One person involved Class room teacher or Playground teacher	Teachers to use professional judgement about parent involvement.	Behaviour Support Approx 80% of students
Level 2	Two people involved Buddy teacher	Teachers use professional judgement about parent involvement.	
Level 3	Detention Room	Parent involvement	Targeted Behaviour Support Approx 10 -15% of students
Level 4	Principal or Deputy Principal	Parent involvement mandatory	Intensive Behaviour Support Approx 5% of students
Note: At any stage before Level 4, teaching staff may seek informal support from the Guidance Officer or Administration team.			

Consequences for Unacceptable Behaviour

MORAYFIELD STATE SCHOOL

ACHIEVING SUCCESS AND BEING A LEARNER LOOKS LIKE…

		All Areas	Learning Time	Break Times Walkways and Toilets	Before and After School/In The Community
RESPECT for PROPERTY / RESPECT for LEARNING / RESPECT for OTHERS / RESPECT for SELF	Be RESPECTFUL	• Use manners and speak respectfully to all • Use appropriate language at all times • Use appropriate body language when talking to others • Take pride in your school work • Take turns and co-operate • Be honest • Respect other's personal space – My Space Your Space • Sit and wait quietly outside the room in two lines • Treat people how you would like to be treated • Respect others' privacy • Care for our environment including our trees, plants and animals	• Respect others' learning • Put hand up to speak • Stand quietly for the National Anthem	• Play fairly: take turns, share, invite others to join in and follow the rules • Allow privacy of others in toilets • Wait patiently in lines at the tuckshop • Walk in two straight, quiet lines	• Respect the law • Use social media appropriately • Always represent our school proudly and positively
School Vision: To provide a safe, respectful learning community achieving success through positive relationships.	Be RESPONSIBLE	• Follow teacher instructions first time every time • Use whole body listening • Follow routines and procedures • Manage time effectively • Seek help when needed • Be on time and prepared for learning • Use High 5 strategy and Stop, Walk, Talk • Leave all personal property at home • Ask before using others' property • Give your best effort • Ask for help • Be resilient • Maintain personal hygiene • Take care of school property • Place all rubbish in the bin Use toilets at the appropriate time – before school, break times, after school	• Do your best work in all classrooms • Be an engaged learner – be resilient • Be persistent • Keep our learning environment tidy • Have all equipment ready, tidy and organised • Complete all your work • Use resources responsibly • Ask permission before moving in the classroom	• Eat your own food only • Food is only to be consumed during designated break times • Place uneaten food in your lunch box • Use the drink taps appropriately • Order tuckshop before 8.45 am • Use toilets sensibly, conserve soap and water • Be body safe	• Hand in electronic devices at the office • Sit quietly in the undercover area before school • Sit quietly when waiting for the bus in the correct area • Arrive at school on time for learning (before the 8.30 bell) and exit the school grounds calmly at the end of the day (2.45 bell) • Observe bus company rules and behave appropriately when travelling on public transport
School Values: At Morayfield State School we value people and relationships.	Be SAFE	• Keep hands and feet to yourself • Play safely • Use equipment as directed • Walk responsibly around the school • Stay calm • Be in the right place at the right time • Stay in school grounds during school time • Report damage • Wear correct school uniform including sun safe hat and enclosed shoes (as per school uniform policy) • Stranger danger/Be aware • Be cyber safe – use approved websites on computers and iPads	• Only enter room when teacher is present • Ask for the teacher's permission before you leave the room and always use a lanyard • Use all classroom equipment safely	• Sit down in the correct area while eating • Place rubbish in bins • Play in designated play areas • Use playgrounds and equipment safely (Sticks and rocks are not for play) • Wait for teacher before entering oval/playground • Walk to the left of the path • Stay in safe places • Use stairway safely • Keep bags in bag racks • Stay in your lines while moving through the school • Walk on designated paths	• Cross at pedestrian crossing and follow the directions of the crossing supervisors • Go directly to and from school • Play equipment is out of bounds • Be road safe • Walk bikes and scooters through the school grounds • Stay out of staff carpark

THE MORAYFIELD WAY – AIM HIGH EVERYDAY

RESPECT RULES	SCHOOL EXPECTATIONS ⇓	LEVELS ⇒	LEVEL 1 • Discuss behaviours with student • Optional logical consequence • No recording in Duty Folder or OneSchool	LEVEL 2 • Discuss behaviours with student • Record name and behaviour on OneSchool as a minor • Immediate logical consequence	LEVEL 3 – Classroom/Playground • Discuss behaviours with student • Record name and behaviour on OneSchool as a major • 20 min detention/Reflection Room/Buddy Class • Parent notified via Behaviour Management Record Sheet and contact recorded on OneSchool • Public Service / Restitution	LEVEL 4 – Classroom/Playground • Record name and behaviour on OneSchool as a major • Public Service / Restitution / Possible Suspension • Administration Intervention • Follow up sessions by Admin • Parent notified / interview held if required and contact recorded on OneSchool • 20 minute detention in office • Behaviour contract if required
			Playground eg. • walk with teacher • pick up litter • sit out and watch play • go back and walk • play in undercover area only / **Classroom:** Follow Respect Flow Chart • Teacher support • Rule reminder • Warning/choice	**Playground** eg. • walk with teacher • pick up rubbish • sit out and watch play • go back and walk • play in undercover area • remove object / **Classroom:** Follow Respect Flow Chart • Teacher support • Rule reminder • Warning/choice • Time out		

Be Safe

1. **Work and Play Safely**

2. **Right Place, Right Time, Right Action**

Respect for Property

	R1:L1 Not wearing hat / shoes correctly Running on paved areas or around buildings Eating gum/lollies Sitting on port racks/tables Shoelaces untied	R1:L2 Spitting on the ground Throwing objects at ground Carrying sticks Rough play Riding bike/skateboard/scooter/roller blades on school grounds Wait for teacher before going upstairs to computer lab/supported play	R1:L3 Bullying: physically bullying, threatening or excluding Actions that resulted in an injury Deliberately hurting or intending to hurt Damaging other student's clothing Throwing objects with potential to hurt Spitting on others or school property	R1:L4 Possession of unlawful objects or substances Having dangerous objects at school *eg matches, knives, screwdrivers* Violent acts causing injury Throwing objects causing injury
	R2:L1 Not waiting in undercover area before 8.30am Playing on play equipment before or after school	R2:L2 Eating outside of area Walking and eating Playing in and around toilets Leaving desk for inappropriate reason	R2:L3 Being in an out of bounds area Playing outside own play area Repeatedly playing on adventure playground, courts or oval before school Leaving room without permission	R2:L4 Leaving school grounds during school hours

Be Respectful

3. **Respect Yourself and Your Learning**

4. **Respect Others and their Right to Learn**

Respect for Learning

	R3:L1 Ignoring a direction Calling out	R3:L2 Repeated offence	R3:L3 Continual insolence / disobedience	R3:L4 Deliberate physical, verbal or written abuse
	R4:L1 Responding with disrespectful tone Sit quietly and listen on parade Stand quietly for National Anthem	R4:L2 Hostile to others eg *pulling faces, laughing/pointing at, low level name calling*	R4:L3 Swearing at someone causing offence Offensive actions, verbal/written comments Graffiti harassment/ teasing/ threats Encouraging someone to break a rule	R4:L4 Deliberate verbal or written abuse (including MSN, email and text). Deliberate harassment towards others Creating/spreading malicious rumours

Respect for Others

Be Responsible

5. **Own your Learning and Behaviour**

6. **Take care using all personal and school property**

Respect for Self

	R5L1 Not wearing correct school uniform (studs, sleepers, watch, signet ring are acceptable) Bringing inappropriate toys to school	R5:L2 Late to class Not seated and lined up ready for class after second bell Mobile phone not handed in to Office Loitering after school Playing with toys in class	R5:L3 Repeated work refusal after warning Inappropriate use of toys / iPod etc	R5:L4 Continuous refusal to work Use of mobile phone during school hours
	R6L1 Littering Inappropriate use of resources eg water, paper, paint Jumping and swinging off school structures	R6:L2 Unnecessary movement of property and fixtures (pushing, pulling, touching, kicking) Engaging with or causing harm to wildlife in school grounds	R6:L3 Touching / using others' or school's property without permission Misusing own property/equipment/books Misusing toilets – running, playing and using soap inappropriately	R6:L4 Stealing items Vandalising school or private property Misuse / fouling of toilets or deliberate vandalism making environment unsafe for public use

WHOLE SCHOOL RULES

Our vision of the school is one where children can learn, have fun and interact with their peers in a safe and co-operative environment.

We believe that at Morayfield State School:

- *Everyone has the right to:*

  o *feel safe, cared for and respected;*
  o *learn and play without disruption.*

- *Everyone is expected to:*

  o *be responsible for their own behaviour;*
  o *respect the rights of others.*

To help ensure a safe, supportive environment, the following co-operative behaviours are essential both in the classroom and the playground.

All children will:

1. **Follow supervisor's directions the first time;**
2. **Work and play safely;**
3. **Use non-abusive and non-threatening language;**
4. **Be prepared for learning;**
5. **Use all property and equipment correctly;**
6. **Always be in the appropriate area e.g. eating area, play area, lining up, before school and after school.**

Core staff within the school have been identified to provide and develop this training. New staff participate in a PBL session during the Induction process.

Each week teachers are required to explicitly teach the PBL skill of the week to ensure that every child understands the whole school expectations. Weekly/fortnightly cohort meetings reinforce this expectation. Students receive rockets for demonstrating the appropriate behaviour and when they achieve the target amount of rockets they can attend the celebration for that term.

INDIVIDUAL CLASSROOM MANAGEMENT PLANS (CLASSROOM RULES)

The school requires that each teacher, taking into account their particular class, develops a classroom management plan which meets the following criteria:

- Clear observable behavioural expectations;
- Up to two or three rules framed in consultation with the school matrix (displayed in the classroom);
- A systematic approach to the reinforcement of appropriate behaviour;
- A set of logical, appropriate consequences which progress from least intrusive to most intrusive and are not psychologically and physically harmful. First intervention must be a warning/reminder: e.g. questioning, name, notes. A severe clause must be included which outlines the consequences for extreme behaviour;
- Detention as a consequence should only be used in the latter stages of the plan as per the Consequence Flow Chart;
- A copy of the plan needs to be clearly labelled and available for relief staff/ students and classroom visitors to view.

Recommendations for classroom management plan

- Involve children in negotiating behavioural expectations, rules and possible consequence.
- Ensure that rules, consequences and rewards are clearly understood by children and revised frequently. i.e. display rules in written form, discuss, model and role play them often.

INDIVIDUAL PLAYGROUND BEHAVIOUR RECORDS

Minor playground incidents are followed up by the staff member on duty. It is their responsibility to inform the student's class teacher through the use of the Record of Behaviour sheet that is kept in the duty folder. Major incidents must be entered on OneSchool and it is the class teachers responsibility to complete this and complete the Detention Referral Form**.**

It is the responsibility of all specialist teachers (The Arts, PE, Science, etc.), to enter all details of an incident into the students Oneschool profile. The upkeep of these records is vital for accurate and current information. Decisions concerning children's behaviour will be made after initially referring to these records.

THE WHOE SCHOOL PLAN IN PRACTICE

The plan consists of a two phase approach as per the Behaviour Matrix.

LEVEL 1 BEHAVIOURS

These behaviours are generally perceived.

In the classroom
The supervisor will initially give a reminder for any first offence involving a level 1 or 2 behaviour and then apply consequences in accordance with the classroom management plan with each succeeding level 1 or 2 behaviour.

In the playground
The supervisor will speak to the student regarding the breach but recording is not necessary.

In either case, recording of student behaviour may need to be done through individual behaviour profile records on OneSchool. No further follow up is required other than normal classroom reminders or discussions concerning school rules particularly where a specific behaviour is being frequently reported. Class teachers need to ensure students are aware of any breaching of these levels.

LEVEL 2 BEHAVIOURS

These behaviours are potentially serious.

In the classroom
These behaviours are acted upon as outlined in Level 1 above but OneSchool recording is required.

In the playground
The supervisor on playground duty will inform the student's classroom teacher of the incident through the Record of Behaviour sheet.

LEVEL 3 BEHAVIOURS

These are serious behaviours and will result in the supervisor, both in the classroom and in the playground, recording the name of the child and the behaviour. These behaviours must be investigated before a detention is issued. The child will later be issued a Detention Room Record Sheet by their

classroom teacher, once the teacher receives notification, and have 20 minutes detention the next day. Parents will be notified via the Detention Room Behaviour Record Sheet. When children repeatedly use the same Level 1 or 2 behaviours, despite reminders, this is to be treated as continual disobedience (R1 L3).

IMPORTANT

If the Detention Room Behaviour Record Sheet is not returned within two school days, the classroom teacher must ring the parents to ensure that they are aware of the detention issued.

It is the class teachers' responsibility to complete the Detention Room Behaviour Record Sheet. The incident details need to be written on the sheet so that the parents/guardians get a clear picture of what the incident entailed.

LEVEL 4

These are very serious behaviours and will result in the supervisor, both in the classroom and in the playground, recording the name of the child and the behaviour. This is then referred to the appropriate Sector Deputy Principal. Further action will then be decided at their discretion.

RECOGNITION OF APPROPRIATE BEHAVIOURS

In managing children's behaviour, it is essential that a balanced approach be followed. The crucial factor in managing behaviour is what we do when children exhibit appropriate behaviour. An over-reliance on limit setting/undesirable consequences is adopting a hostile approach to children and is in no one's best interest and is likely to result in ineffective behaviour management. We have adopted the essential skill philosophy of 4:1 (I.E. 4 positives: 1 negative)

Therefore it is ***strongly recommended*** that recognition of appropriate behaviours occur frequently.

Some suggested approaches are:

- Positive reinforcement through a variety of mediums such as using verbal recognition, class rockets, playground rockets.
- Whole school recognition e.g. certificates given on assembly, celebrating in School Newsletter; positive notes home to parents with every child receiving this kind of recognition every week where possible;
- Positive Behaviour Learning Class rewards at end of each term
- Weekly Principal's Morning Tea

BEHAVIOUR MANAGEMENT PLAN – PHASES

PHASE 1
This phase involves the implementation of school and classroom rules. The Getting it Right Flow Chart for action steps is undertaken in the classroom or teaching environment. Consequences range from verbal reminder/redirection to a 20 minute Buddy Class session. At all steps children are reminded of the consequences that will follow further misbehaviour.

PHASE 2
Children are placed in this phase if they have been to Detention Room four or more times in one calendar month or if they have been involved in a severe behaviour incident that has been addressed by Administration and is considered above Level 3 consequence. The consequences for this phase are discussed with all stakeholders and school administration shares with the student actions to be taken.

STEP 1
- Withdrawal from three full play sessions and supervised by Administration;
- A Monitoring Plan (Play/Eating/Class) is written up for 10 days and is to be signed by teacher after each session.   (Appendix 16)

Progression beyond Step 1 is subject to review by Administration and is not necessarily step by step. Students in Phase 2 are monitored by the class teacher and school administrators. Targeted Behaviour Plan strategies are put into place to support students in Phase 2 during the monitoring.

If students enter Phase 2 on three separate occasions during the school year, suspension may result. Suspension will be determined on each individual student case. All stakeholders will be kept informed of progress of students in Phase 2 by the sector administrator.

BEHAVIOUR MANAGEMENT RECORD SHEET

Whenever a Level 3 or 4 behavioural consequences is applied, whether as a result of classroom incidents or due to a playground infringement, a Detention Room Behaviour Record Sheet (**Appendix 12)** is issued by the class teacher to the child/children involved. The sheet must record the child's name, the class, the date, the teacher's name, referring teacher's name, the reason for the consequence and whether the incident occurred in the classroom or the playground. All Reflection Room consequences are of 20 minutes duration and are supervised in the Reflection Room at first break from 10.45 am - 11:05 am daily.

A 20 minute detention can result from any:

- Level 3 or Level 4 behaviour in the playground or in the classroom;

In addition to a 20 minute detention, a behaviour contract can result from any:

- Level 4 or severe clause behaviour in the playground or the classroom;
- Four occurrences in a month of the same Level 3 behaviour in the playground or the classroom.

CONFISCATION OF BANNED ITEMS

Students in possession of banned or inappropriate items will have them confiscated and returned at the end of the day or directly given to their parent or guardian. See Temporary Removal of Student Property by School Staff **(Appendix 13)**.

GROUNDS FOR SCHOOL DISCIPLINARY ABSENCE (SUSPENSION)

Students are suspended from school by the Principal. Suspension is used in cases that involve misconduct, non-compliance and/or conduct prejudicial to the good order and management of the school. Suspension is used as a consequence for incidents involving:

- Disobedience
- Misconduct
- Other conduct of the student that is prejudicial to the good order and management of the school or state schools.

Suspension may occur as a consequence for other high level inappropriate behaviours such as bullying and cyber bullying.

Students who are suspended, have not demonstrated appropriate behaviours or met the school's expectations of being respectful, responsible and safe. Time may also be needed for the school to develop plans and implement processes to ensure the safety and wellbeing of staff and students. Suspensions may be varied depending on a range of circumstances and could include the following:

There are two types of suspension - 1-10 day and 11-20 day.

The principal will consider

- The welfare of the student, teachers and other students;
- Immediate suspension where the safety of staff and students is considered at risk (*Discussions with student and parents will be held as soon as possible after the student is suspended); and*
- That suspension must be completed in the current year.

If reasonably satisfied that grounds for suspension exist, the Principal may suspend a student for

- Not more than 10 school days or;
- More than 10 school days but no longer than 20 school days.

If suspension occurs, the Principal will give the student a written notice stating:

- That the student is suspended;
- The reason for the suspension; and
- The period of the suspension.

If suspension is for more than 10 school days the notice will also state:

- That the student may make a submission against suspension to the Principal's supervisor; and
- The way in which the submission may be made.

Following formal suspension:

Students who have been on a suspension, their parents and relevant school staff need to attend a re-entry meeting before the student can return to school. At this meeting a re-entry plan (Appendix 14) will be discussed to support the student's re-entry into the school.

GROUNDS FOR EXCLUSION

The Principal can suspend a student with a proposal to exclude as per the grounds outlined from suspension, but the student's disobedience, misconduct or any other conduct must be so serious that suspension of the student is inadequate to deal with the behaviour. These may include:

- Persistent physical and verbal misconduct
- Excessive physical and verbal misconduct
- Fighting resulting in serious injury

- Use of inappropriate and highly sexualised language towards staff and students
- Ongoing disruptive behaviours prejudicial to the good order and management of the school
- Persistent disruptive classroom behaviours
- Persistent refusal to participate in program of educational instruction
- Property misconduct (serious vandalism to school property)
- Substance misconduct

Additionally, the principal can suspend with a proposal to exclude for the student's contravention of a behaviour improvement condition. The Principal will only recommend the exclusion to their supervisor if they determine it is inappropriate for them to make the exclusion decision.

Individual Behaviour Support Plan

The administration team may develop a Individual Behaviour Support Plan in consultation with the student and the parent. It is a written agreement that sets out strategies and steps to improve a student's behaviour. A Individual Behaviour Support Plan can take any form: there are no specific requirements; it can be used to respond to a range of behaviours; it can impose a greater scope of conditions; it can be amended or removed at any time; and it can be applied at any time. Non-compliance with the conditions of a Individual Behaviour Support Plan by the student is not a ground for suspension, exclusion or cancellation of enrolment. (See Appendix 8)

6. Network of Student Support

A network of personnel and support programs, both internal and external provide support for students at Morayfield State School.

Morayfield State School Student Support Committee meets regularly to consider student needs. Class teachers complete a Student Support referral form and present their case to the committee and a plan of action is developed. The following support services available are listed below:

SCHOOL BASED SERVICES	DISTRICT & OTHER E.Q. SERVICES	COMMUNITY SERVICES
- Guidance Officer - Parents - Teachers - STLaN - Support Staff - HOSES: Special Education Program - Administration - Behaviour Engagement/Pedagogy Coach - Student Support Services - Community Education Counsellor (CEC)	- Teacher - Senior Guidance Officer - Advisory Visiting Teachers - Access to Behaviour Management Funding - Alternative Schooling Provisions	- Department of Communities (Child Safety Services) - Child and Youth Mental Health - PCYC - Caboolture Community Health - Disability Services Qld - School Community Police Officer based at Morayfield State High School - Caboolture Neighbourhood Centre - Caboolture Regional Domestic Violence Service

Online support services are available through the Bullying No Way website www.bullyingnoway.com.au

7.	Consideration of Individual Circumstances

It is vital that individual differences are taken into account when supporting students. Life experiences, family background, culture, academic and physical abilities, emotional wellbeing, gender, race, socio-economic situation and impairment.

At Morayfield State School this is paramount within our school community – we aim to promote good quality education so that excellent student outcomes are achieved to prepare our students in becoming valued members of our wider community. When supporting students at risk with behaviour the needs and wishes of our school community are considered before individual student support is implemented.

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 will be considered at all times.

Morayfield 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
- Fecognising the rights of all students to:
  o Express opinions in an appropriate manner and at the appropriate time;
  o Work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation; and
  o Receive adjustments appropriate to their learning and/or impairment needs.
- Ensuring procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent;
- Recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state and taking into account factors including:
  o Intent of the action;
  o Degree of provocation;
  o Level of remorse;
  o Severity of incident;
  o Previous behaviour record;
  o Availability of reliable evidence; and
- Ensuring consequences meet and reflect ideals of natural justice and logical consequences.

Students and families are given a copy of suspension letters, re-entry agreements and Behaviour Support Plans as they are developed.

Targeted Behaviour Support

At Morayfield State School we provide targeted support for student behaviour in class and the playground through the development of Targeted Behaviour Plan (Appendix 8).

A team approach is utilised to support students who may need more targeted behaviour support. This is the Student Support Team (SST). This team includes but is not limited to, Principal, Deputy Principal, Guidance Officer, Classroom Teacher and Special Education Teacher. Morayfield State School Student Support Committee meets weekly to consider student needs. Class teachers complete a referral to the SST and present their case to year level SST Case Manager and a plan of action is developed.

Case management is shared across members of the SST (Student Support Team). Members and case managers monitor specific students at risk. Strategies are implemented utilising all necessary human resources to support identified students. All stakeholders are involved in this process including the classroom teacher.

Positive reinforcements, curriculum adjustments, direct human resource support and open communication are the key elements in supporting student's behaviour so that improved outcomes are achieved.

The process of developing an **Targeted Behaviour Plan** is a dynamic and ongoing process involving all stakeholders. To ensure that all students are learning, the strategies being implemented are constantly modified and adapted. Parents are kept informed as to the progress of their child and the strategies being used to maximise their child's potential.

Options for individual behaviour support include:

- Gradual re-entry into class and/or school environment
- Play plans
- Classroom timetable changes (time with PE or The Arts teacher)
- Additional staff support within or out of the classroom
- Referrals to outside agencies

Whole School Programs for Targeted Behaviours

Morayfield State School's whole school approach includes the adoption of a specific stance on a range of unacceptable behaviours including bullying.

Bullying involves a series of hurtful actions by the bully to the victim over a period of time. Actions may be verbal (such as name-calling, teasing), physical (punching), psychological (silent treatment, death stares, spreading rumours) and threats (extorting money) and usually the victim has difficulty in coping with such attacks.

Morayfield State School has adopted a very visual **Bullying, No Way** approach. The school has implemented the, proactive **Bully Prevention in Positive Behaviour Support** classroom activities which are aimed at supporting students who are both victims and perpetrators.

Cyber bullying is an integral part of this program in the school. Any inappropriate use of social media is addressed within the Responsible Behaviour Plan for students. Social media such as Facebook, Twitter, Skype etc. on electrical devices such as phones, PC's, tablets, iPod's or Tablets is not acceptable and may result in suspension or exclusion from school. See Procedures for Preventing and Responding to Incidents of Bullying (including Cyber bullying) **(Appendix 3)**

Parent and community involvement is also an important aspect of the program.

As most bullying occurs in the playground, student involvement is essential. Students are more likely to be aware of and be a witness to bullying if they have been taught to identify bullying behaviours.

Students at Morayfield understand that they can:

- Inform teachers of places in the school grounds where bullying occurs;
- Inform the classroom teacher or playground duty teacher where children are being bullied;
- Witness incidents of bullying and report:
  - Who was bullying;
  - Who was being bullied;
  - What happened;
  - Where the incident took place;
- Offer support and friendship to the child who has been bullied; and
- Understand that telling the teachers is not "dobbing".

BULLYING POLICIES:

Procedures for Preventing and Responding to Incidents of Bullying (including Cyber bullying) – **(Appendix 3)** and Bullying NO Way **(Appendix 4)**.

Working together to keep Morayfield State School safe- possession/use of knives at school

Procedures to keep Morayfield State School safe **(Appendix 15)**.

8.	Intensive Behaviour Support

Students who are considered seriously at risk of significant educational under-achievement or interruption to teaching and learning in any classroom as a result of inappropriate behaviour are supported by implementing a **Targeted Behaviour Plan**, including a **Risk Management Plan** that is overseen by a case manager, an administrator consulting with all stakeholders. Students must be referred to the Student Services team and this undertaken by the class teacher as well as the Principal or Deputy Principal by completing a Student Services referral form. Year Level Case Co-ordinator then present the student at a Student Service meeting. A behaviour support plan can be in place before a student is referred if student behaviour is requires immediate action.

The **Targeted Behaviour Plan, including a Risk Management Plan** is designed for students requiring intensive behaviour support. It identifies what hazards exist, what harm may result and to whom, and what the consequences will be if an incident does occur. It is developed by the classroom teacher, Administration and other relevant stakeholders. It will include some or all of the following controls:

1. Eliminate - some activities during the day may need to be eliminated if the risks cannot be controlled e.g. before school, unstructured time.
2. Substitute - lower risk activity with the same educational outcome e.g. delay the arrival to school till class time
3. Redesign - change or reorder activities e.g. structures/supervised activities at lunchtime
4. Isolate - provide clear instructions to students at the start of an activity e.g. have a daily plan visible
5. Administration Controls - plan and coordinate each phase in the day e.g. clearly communicated Behaviour Management Plan with student support network, student (individual and class where necessary), parents and any classroom helpers who may work with the child.

The process is managed by the Student Engagement/Pedagogy Coach, the relevant Deputy Principal with the Principal kept informed of all processes. This team collaboratively discusses, collates data, refers to Guidance Officer, including appropriate external agencies if necessary and the case manager liaises with parents/carers throughout the process. In this circumstance a Complex Case Management Profile would be developed on OneSchool for students in this situation.

A Targeted Behaviour Plan is designed, implemented, utilised and modified as necessary to support the student at risk. The Targeted Behaviour Plan is developed with the student, family, class teacher, Guidance Officer, internal and/or external support staff and either the Deputy Principal or Principal. The plan consists of five main areas:
- Any adjustments to explicit teaching required
- An Acknowledgement system
- Two – Three basic goals
- Consequences process
- Restitution process

These are built upon in conjunction with other successful strategies that have previously been identified by other individual behaviour support plans. Regular meetings are held with all parties to reflect on the plan and modify as necessary.

Data is collected and collated on programs, processes and structures identified in Behaviour Support Plans. Successful strategies are documented and readily available to be used in future Behaviour Support Plans.

9. Emergency Responses or Critical Incidents

Ongoing professional discussions with Morayfield State School staff reinforce their understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. Staff are provided with information regarding critical incident procedures at staff induction and annually as an ongoing review of school operations. The school understands its obligation to train and update staff skills in behaviour management. There is a select team of staff trained in Crisis Prevention Intervention (CPI).

An emergency situation or critical incident is defined as an occurrence that is sudden, urgent and usually unexpected, or an occasion requiring immediate action.

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

In such situations, the following guidelines apply:

- Have an established process for calling for assistance (send an "Immediate Assistance Required" red card directly to office staff);
- Avoid escalating the problem behaviour;
- Maintain calmness, respect and detachment;
- Approach the student in a non-threatening manner;
- Only use restraint as a last resort and if you are trained;
- Follow through;
- Debrief.

Basic defusing strategies

Avoid escalating the problem behaviour
> Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

Maintain calmness, respect and detachment
> Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be explicit, clear and concise and avoid responding emotionally.

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

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

Debrief
> Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations. See Debriefing Report (**Appendix 9)**

In the event of an extreme critical incident, staff complete a Critical Incident Report (**Appendix 10)** and save it on Oneschool **(Appendix 11)**. Following a critical incident, staff are supported and provided with debriefing opportunities which may involve school Guidance Officer or outside agency support.

Physical Intervention

Trained 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; and
- Posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Morayfield State School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

- Physical intervention cannot be used as a form of punishment;
- Physical intervention must not be used when a less intrusive response can effectively resolve the situation;
- Staff safety is a priority and
- Physical intervention is usually used in a team approach.

Physical intervention is not to be used as a response to:

- Property destruction;
- School disruption;
- Refusal to comply;
- Verbal threats; and
- Leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- Be reasonable in the particular circumstances;
- Be in proportion to the circumstances of the incident;
- Always be the minimum force needed to achieve the desired result; and
- Take into account the age, stature, disability, understanding and gender of the student.

Record keeping

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- School Incident report **(OneSchool and Appendix 11**)
- Health and Safety incident record
- Debriefing Report (for student and staff) **(Appendix 9)**
- Risk Management Plan.

10.   Related Policies

- 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 Education Institutions
- Acceptable Use of Department's Information Communication and Technology (ICT) Network and Systems
- The Code of School Behaviour
- 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
- Statement of Expectations for a Disciplined School
- Accidents, Incidents and Incident Investigations
- Code of Conduct for Queensland Public Service
- Department of Education, Training and Employment Standard of Practice
- Health, Safety and Wellbeing Policy Statement
- Managing Risk in School Curriculum Activities
- Working with Children Check-Blue Cards

11.   Some Related Resources

- National Safe Schools Framework
- National Framework for Values Education in Australian Schools
- National Framework for Values Education in Australian Schools – Queensland
- National Safe Schools Week
- Bullying. No Way!
- Mind Matters
- School Wide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses

Endorsement

Principal   **P&C President**

Date effective:
from 2020

HIGH Five Strategy

What is High 5?

- It is an effective strategy to develop problem-solving strategies for our students.
- A whole school approach that can also eradicate bullying.
- It is a 5 step problem solving strategy that can be used in the classroom, in the playground and for perceived bullying incidents.

Values and High 5

- Values - used to foster better relationships, personal achievement and improved student well-being.
- Hi 5 - used to build student's social skills and resilience.
- Positive impact and shape School Code of Behaviour.

Core Beliefs

- **No "put downs"**

- **Use of "build ups"**

"Put Downs"

- Can be a habit, a quick reply without thinking or a conscious mean, nasty response.
- Verbal/ Non verbal

"Build Ups"

Positive, supportive words you can say about people and their behaviour:

Contribute to:

- Positive behaviour
- Establishment of positive relationships
- Positive self image

As a Staff:-

- We want to teach our children the skills which will build their self-esteem and empower them to take responsibility for themselves and give them the power to practise these skills.
- We want to promote pro-active strategies to prevent incidents becoming bullying.

3. Talk Firmly

- As per Talk Friendly.
- Use an assertive voice, slightly raised.
- Tell them to stop it.
- Re-state your "I" statement. eg. I said .
- State the consequences of continued bullying.

4. Walk Away

- Mouth closed.
- Look confident.
- Do not use eye contact.
- Walk somewhere, preferably towards a congested area or to a safety zone (teacher).
- Do not look back. Walk confidently, don't run.

2. Talk Friendly

- Use a calm voice.
- Maintain eye contact.
- Confident body language.
- Maintain relatively close body proximity.
- Use "I" statements – I feel . . . when you . . because…

5. Report to Teacher

- Walk away and tell a staff member.
- Go to a safety zone.
- Bystanders - support and report.
- Report, report, report until somebody listens.

1. Ignore

- Pretend you didn't hear it.
- Do not make eye contact.
- Maintain positive body posture (calm, confident).
- Think positive self-esteem statements.
- Count to five in your head slowly.
- Take deep breaths.

High 5   Respect

Do the High 5:-

- Ignore
- Talk Friendly
- Talk Firmly
- Walk Away
- Report

Ignore

- Pretend you didn't hear it.
- Do not make eye contact.
- Maintain positive body posture (calm, confident).
- Think positive self-esteem statements.
- Count to five in your head slowly.
- Take deep breaths.
- USE ROLE PLAY TO SHOW WHAT IGNORING LOOKS LIKE, SOUNDS LIKE AND MAY FEEL LIKE.

Talk Friendly

- Use a calm voice.
- Maintain eye contact.
- Confident body language.
- Maintain relatively close body proximity.
- Use "I" statements - I feel .... when you........ because........

Talk Firmly

- As per Talk Friendly.
- Use an assertive voice, slightly raised.
- Tell them to stop it.
- Re-state your "I" statement. eg. I said.......
State the consequences of continued bullying.

Walk Away

- Stand tall, head up high.
- Mouth closed.
- Look confident.
- Do not use eye contact.
- Walk somewhere, preferably towards a congested area or to a safety zone (teacher).
- Do not look back. Walks confidently, don't run.

Report

- Walk away and tell a staff member.
- Go to a safety zone.
- Bystanders - support and report.
- Report, report, report until somebody listens.

Reporting Vs Dobbing:

- Children need to know the difference between reporting and dobbing.
- *Reporting* is helping/getting yourself out of trouble.
- *Dobbing* is trying to get someone in trouble using a whiny voice.

Reporting:

- Children should in most circumstances attempt to problem- solve themselves first.
- Unsuccessful after doing Hi 5 steps- see teacher

Appendix 3

The Use of Personal Technology Devices* at School

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

Certain Personal Technology Devices Banned From School

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

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 Morayfield State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).
Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying[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.

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

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.

* *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.*

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

Purpose

1. Morayfield 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 Morayfield 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 Morayfield 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 Morayfield 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 Morayfield State School are an addition to our already research-validated schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

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

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

9. 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.

10. 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.

11. 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.

12. 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 Morayfield 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'.

13. Morayfield 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.

At Morayfield we take bullying seriously'

Steps followed when complaints are reported

Step 1: Interview occurs involving all concerned parties to determine underlying problem and discuss the consequences of bullying behaviour.

Step 2: Ongoing bullying will involve meetings with the Principal or Deputy Principal. Parents are notified.

Step 3: Further or more bullying will be referred to the Principal. An interview with parents will occur and may result in suspensions from class.

Step4: Students involved in repeated serious bullying of others may be immediately suspended or excluded from school.

What should you do if you are Being Bullied?

★**REMIND**: that bullying is NOT OK and is unacceptable at Morayfield State School. Try not to show that you are upset. STOP, WALK, TALK.

★**REPORT:** Talk to one of the teachers about what you have seen and what concerns you!

★**ASSURE:** if you are being teased, assure yourself that you are OK and that they have the problem

★**TALK:** to your parents or a friend

★**CONSIDER:** if you have been a bully yourself and if you have changed your behaviour.

TAKE A STAND AGAINST BULLYING!

Morayfield State School
Principal: Loretta White
196 – 230 Morayfield Road
MORAYFIELD QLD 4506
Phone: 07 5431 6222
Email: principal@morayfieldss.eq.edu.au

MORAYFIELD STATE SCHOOL

A School Policy pamphlet on Bullying produced by Morayfield State School for the school community

THE FUTURE IS IN OUR HANDS

Rationale

At Morayfield State School every student has the right to feel safe both physically and emotionally. Any student who bullies another is denying them that right. Our school will not tolerate any action that undermines a student's right to feel safe and it will take whatever steps are necessary to prevent and stop such behaviour.

www.bullyingnoway.com.au

"Do to others as you would have them do to you."

AIM: We aim to promote Behaviour Management in a Supportive School Environment where all members of the school community have the right to work and interact without disruption in a safe, supportive environment which promotes cooperation and learning.

Each member of our community has the responsibility to protect his/her own as well as others rights against intimidation

What is Bullying?

"Bullying is when someone (or a group of people) with more power than you, repeatedly over a period of time (intentionally or unintentionally) uses negative words and/or hurtful actions against you" (National Centre Against Bullying 2011).
These actions cause you distress and risks your wellbeing. Distress can be either physical hurt or emotional pain.

 Bullying can be:-

• **Physical**

E.g. pushing, hitting, kicking, tripping, pinching crashing on purpose, property damage, throwing items to cause physical harm, stand over tactics

• **Verbal**

E.g. threatening, verbal intimidation, rude remarks, ridicule, demanding money or services, using words that suggest weakness, ugliness, name calling, teasing, sexual reference or which attack ethnic or religious characteristics

• **Emotional**

E.g. gestures, repeating whispering, exclusion, spreading nasty rumours or gossip, passing notes, manipulation of friends, teasing, exclusion, silent treatment, death stares, threats, extorting money and cyber bullying. Cyber Bullying may occur in several forms, including direct contact, harassing the person or by making hurtful statements about a person on social media.

Examples of Harassment may include:

Gender
Appearance
Racial Background
Religious or Cultural beliefs
Ability and Disability
Socioeconomic Status

BULLIES

What to do if you feel Intimidated!

You need to talk to someone about how you are feeling. You could choose from the following list;
1. Class teacher
2. Teachers on duty
3. Any staff member you feel comfortable talking to
4. Member of the Administration team

OR you can send an email to the Principal:
the.principal@morayfieldss.eq.edu.au

TALK TO YOUR PARENTS
If you don't feel comfortable talking about this matter with adults at school make sure you talk to your parents and they can speak to the school about how

What are we doing at Morayfield to prevent bullying from happening?

Share bullying information with the school community on awareness raising through the school newsletter, forums, assemblies and displays

Continue to educate students by providing lessons that provide them with information about bullying, the different types of bullying and strategies to deal with bullying (e.g. conflict resolution, problem solving)

Promote values and virtues education

Provide a consistent school process (SWPBS) for reporting and investigating any type of bullying with the school

Reward students who have been supportive and caring

Stop. Walk. Talk

In and out of schools there is a plan in place in case of an emergency.
Whether it's fire, natural disasters or security threats, students know how to react.

The public education effort to teach children what to do if they catch on fire has been very effective. Almost every student knows to stop, drop and roll. When bullying occurs, what should they do? "STOP" the action, "WALK" away and "TALK" to someone who can affect change.

"Stop. Walk. Talk" Bully Reporting System is part of a comprehensive plan that gives a voice to those who have been victims of bullying, who have witnessed bullying and even those who have bullied. Don't be silent; report what has happened or is happening. "Stop. Walk. Talk."

For more information go the Stop.Walk.Talk. website: http://stopwalktalk.org/

BUDDY CLASS REFERRAL

Student Name (First, SURNAME) : _____   Class: _____

Date: _____   Staff Member: _____

I have been exited to your class because: (TEACHER COMPLETES)

_____   Time Sent: _____

_____

When in your classroom:

☐ I have work to complete   ☐ I need to sit quietly

I need to go back to my class:

☐ When my work is finished   ☐ at _____ time

Entered on OneSchool ☐   Parent Informed ☐

Record of Behaviour - Playground

Date	Student's Name & Class	Location	Session	Rule	Incident Details	Witnessing Students & Class	Staff Member

MORAYFIELD STATE SCHOOL – Targeted Behaviour Plan-

Goals

Class:

Teacher:

Support Staff:

RESTITUTION PLAN

Assist [ ] to complete any work that they have missed and work to restore relationships with adults/peers where harm has occurred.

Acknowledgment Plan

- PBL – whole school rocket points acknowledgements and rewards.

Explicit Teaching/Adjustments

-

Remember to Always Use the Flow Chart

GETTING IT RIGHT FLOW CHART

Ready to Learn

Rule Reminder (Take a seat)

Warning/Choice

Time Out in Class (5 mins or more distance)

Buddy Class

Contact Admin

Consequence Plan

- Whole school PBL consequence flow chart is to be used to provide consistency of response.

Be Respectful	Be Responsible	Be Safe

Student Signature:_____ Parent Signature:_____ DP Signature:_____

Morayfield State School Playground/Break Time Support Plan

Level 3- Classroom/Playground
- Discuss behaviours with student
- Record name and behaviour on One School as a major
- 20 min detention/Reflection Room/Buddy Class
- Immediate logical consequence

Level 4- Classroom/Playground
- Record name and behaviour on One School as a major
- Public Service/Restitution/Possible Suspension
- Administration intervention
- Follow up sessions by Admin
- Parent notified/ interview held if required and contact recorded on One School
- 20 min detention in the office
- Behaviour contract if required.

Name: **Grades:**   **Date:**

Teacher: **Deputy Principal:**

Behaviours Observed
(One School Categories)

Consequences

Action Plan/Strategies

Date Review:

Signatures: _____ (Teacher)   _____ (SEC)

_____ (Parents/Caregiver)   _____ (DP)

Individual Behaviour Support Plan
Morayfield State School

Student		School		Behaviour Support Consultant	
DOB		Teacher		Commencement Date	
Year Level		Case Manager		Review Date	
EQ ID Number		Guardian/s			

Strengths		Weaknesses		Interests/Motivators	Dislikes
Academic	Social	Academic	Social		

Behaviour Most Likely to Occur		Behaviour Least Likely to Occur		Current Unsuccessful Strategies	Current Successful Strategies
People	Time of Day	People	Time of Day		
Place	Other	Place	Other	Early Signs of Agitation/Escalation	De-escalation/Crisis Steps

BEHAVIOURS OF CONCERN:	BEHAVIOUR GOALS:

Appendix 9

Debriefing Report

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:
- **Reverse or minimise the negative effects of physical intervention**
- **Prevent the future use of physical intervention**
- **Address organisational problems and make appropriate changes**

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

Debriefing should provide information on:
- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

The specific questions we want to answer through the debriefing process are:
- **FACTS**: what do we know happened?
- **FEELINGS**: how do you feel about the event that happened?
- **PLANNING**: what can/should we do next?

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

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

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

Appendix 10

Critical Incident Report

Name: Date:

Person Completing Form:

Name
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).

Recording Behaviour Incident in OneSchool

Inappropriate behaviours must be recorded in OneSchool.
This may include recording consistent low-level behaviours that are
continually displayed by an individual or group of students and
observation of behaviours.

1. After logging on to OneSchool, click on the "Behaviour Support" tab then "Record Incident".

Witnessing Individuals

Staff Members

Add

Family name [   ]   Given names [   ]   🔍

Students

Add

Family name [   ]   Given names [   ]   🔍

General Public

[Add New]

[< Previous] [Next >]

Record Incident
Witnessing Individuals
Incident Details
Behaviour Strategies
Record of Contact
Incident Summary

> 6. Add any staff members, students or members from the public.

> 7. Click next.

Record Incident
Witnessing Individuals
Incident Details
Behaviour Strategies
Record of Contact
Incident Summary

Incident Details *

Incident Type   [▾]

[   ]

7000 characters maximum - **7000** characters remaining

ABC

Restricted to   [▾]

Attachments

Open	Delete	Name	Upload Date	Upload By
📄 Add New				

Total found: 0

[< Previous] [Next >]

> 8. Choose what type of incident occurred – minor or major (see page 6 for more details about minor and major behaviours.

> 9. Enter incident details. Be factual and concise.

> 10. Click next.

11. Check the boxes of the relevant behaviour categories.

12. Check the boxes to indicate consequence/support.

13. If the motivation for the behaviour is known check the relevant boxes.

Categories *	Strategies	Motivation for Behaviour	Referrals
☐ Bullying/harassment	☐ Natural Consequence		Select Staff
☐ Defiant/threat/s to adults	☐ Restorative Justice		
☐ Disruptive	☐ Buddy Class		
☐ Dress code	☐ Timeout		
☐ IT misconduct	☐ Suspension 1-5 Days		

14. Refer the incident by selecting relevant staff then click "Next".

Record of Contact

Edit	Student Name	Date of Contact	Contact Type	Contact Details

15. Enter details of parent/caregiver contact.

[< Previous] [Next >]

16. Click "Finish".

BEHAVIOUR MANAGEMENT RECORD SHEET

Name of Student: _____

 Class: _____

Referring Teacher _____

Location of Incident   Classroom   ☐
                                              Playground   ☐

Rule _____   Level _____

Date Issued_____   **Date of Incident**_____

Reason for Behaviour Warning/Detention:

 Parent's/Carers Signature_____

      This Behaviour Management Record Sheet must be signed by a parent/guardian and returned the day after issue.

 Thank-you for your support.

Supervisor's Signature: _____

Comments:_____

RESPECT RULES	SCHOOL EXPECTATIONS ⇓	LEVEL 1		LEVEL 2		LEVEL 3 – Classroom/Playground	LEVEL 4 – Classroom/Playground
		• Discuss behaviours with student • Optional logical consequence • No recording in Duty Folder or OneSchool		• Discuss behaviours with student • Record name and behaviour on OneSchool as a minor • Immediate logical consequence		• Discuss behaviours with student • Record name and behaviour on OneSchool as a major • 20 min detention/Reflection Room/Buddy Class • Parent notified via Behaviour Management Record Sheet and contact recorded on OneSchool • Public Service / Restitution	• Record name and behaviour on OneSchool as a major • Public Service / Restitution / Possible Suspension • Administration Intervention • Follow up sessions by Admin • Parent notified / interview held if required and contact recorded on OneSchool • 20 minute detention in office • Behaviour contract if required
		Playground eg: - walk with teacher - pick up litter - sit out and watch play - go back and walk - play in undercover area only	Classroom: Follow Respect Flow Chart - Teacher suggest - Rule reminder - Warning/choices	Playground eg: - walk with teacher - pick up rubbish - sit out and watch play - go back and walk - play in undercover area - remove object	Classroom: Follow Respect Flow Chart - Teacher suggest - Rule reminder - Warning/choices - Time out		
Respect for Property	**Be Safe** 1. Work and Play Safely	**R1:L1** Not wearing hat / shoes correctly Running on paved areas or around buildings Eating gum/lollies Sitting on port racks/tables Shoelaces untied		**R1:L2** Spitting on the ground Throwing objects at ground Carrying sticks Rough play Riding bike/skateboard/scooter/roller blades on school grounds Wait for teacher before going upstairs to computer lab/supported play		**R1:L3** Bullying: physically bullying, threatening or excluding Actions that resulted in an injury Deliberately hurting or intending to hurt Damaging other student's clothing Throwing objects with potential to hurt Spitting on others or school property	**R1:L4** Possession of unlawful objects or substances Having dangerous objects at school eg matches, knives, screwdrivers Violent acts causing injury Throwing objects causing injury
	2. Right Place, Right Time, Right Action	**R2:L1** Not waiting in undercover area before 8.30am Playing on play equipment before or after school		**R2:L2** Eating outside of area Walking and eating Playing in and around toilets Leaving desk for inappropriate reason		**R2:L3** Being in an out of bounds area Playing outside own play area Repeatedly playing on adventure playground, courts or oval before school Leaving room without permission	**R2:L4** Leaving school grounds during school hours
Respect for Learning	**Be Respectful** 3. Respect Yourself and Your Learning	**R3:L1** Ignoring a direction Calling out		**R3:L2** Repeated offence		**R3:L3** Continual insolence / disobedience	**R3:L4** Deliberate physical, verbal or written abuse
Respect for Others	4. Respect Others and their Right to Learn	**R4:L1** Responding with disrespectful tone Sit quietly and listen on parade Stand quietly for National Anthem		**R4:L2** Hostile to others eg. pulling faces, laughing/pointing at, low level name calling		**R4:L3** Swearing at someone causing offence Offensive actions, verbal/written comments Graffiti harassment/ teasing/ threats Encouraging someone to break a rule	**R4:L4** Deliberate verbal or written abuse (including MSN, email and text). Deliberate harassment towards others Creating/spreading malicious rumours
Respect for Self	**Be Responsible** 5. Own your Learning and Behaviour	**R5:L1** Not wearing correct school uniform (studs, sleepers, watch, signet ring are acceptable) Bringing inappropriate toys to school		**R5:L2** Late to class Not seated and lined up ready for class after second bell Mobile phone not handed in to Office Loitering after school Playing with toys in class		**R5:L3** Repeated work refusal after warning Inappropriate use of toys / iPod etc.	**R5:L4** Continuous refusal to work Use of mobile phone during school hours
	6. Take care using all personal and school property	**R6:L1** Littering Inappropriate use of resources eg water, paper, paint Jumping and swinging off school structures		**R6:L2** Unnecessary movement of property and fixtures (pushing, pulling, bucking, kicking) Engaging with or causing harm to wildlife in school grounds		**R6:L3** Touching / using others' or school's property without permission Misusing own property/equipment/books Misusing toilets – running, playing and using soap inappropriately	**R6:L4** Stealing items Vandalising school or private property Misuse / fouling of toilets or deliberate vandalism making environment unsafe for public use

TEMPORARY REMOVAL OF STUDENT PROPERTY BY
SCHOOL STAFF

Confiscation of Banned Items

Purpose
Outlines the procedure for state school principals and staff to follow when temporarily removing property from students.

Overview
This procedure outlines the conditions under which a principal or staff member of a state school has the power to temporarily remove property from a student and outlines the procedures to follow when property is temporarily removed.

If the property is illegal to possess, likely to threaten the safety or wellbeing of students or staff, or is reasonably suspected to have been used to commit a crime, the principal should retain the property for handing to police.

A principal or staff member does not have the authority to open, examine or otherwise deal with the property without the consent of the student or a parent of the student. For example, a principal or staff member who removes a mobile phone from a student is not authorised to unlock the phone or to read, copy or delete messages stored on the phone.

Under normal circumstances a principal or staff member is not permitted to search student property (e.g. a student's school bag) unless they have the student's consent or the consent of their parents. There may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency). Emergency circumstances may include where the life or welfare of a student or students is at immediate risk.

A principal or staff member does not require the student's consent to search school property such as lockers or desks being used by the student.

Responsibilities
Principals:
- Ensure staff are aware of their powers and responsibilities to temporarily remove property from students
- Ensure parents and students are:
    o Informed of the powers and responsibilities of staff to temporarily remove property from students;
    o Aware of the expectations in relation to property students may bring to school.
- Include within their Responsible Behaviour Plan for Students
  (http://education.qld.gov.au/studentservices/behaviour/bm-plans.html):
    o Examples of property that may be temporarily removed;
    o Examples of the amount of time certain property may be temporarily removed.

Staff members (including principals):
- Follow appropriate processes regarding:
    o Confiscation of property;
    o Return of confiscated property;
    o Circumstances where confiscated property need not be made available for collection; and
    o Deciding a reasonable time to make property available for collection.

Students:

- Ensure they do not bring property onto school grounds that:
    - o Is illegal;
    - o Puts at risk the safety or wellbeing of other students or staff;
    - o Does not preserve a caring, safe, supportive or productive learning environment;
    - o Does not maintain and foster mutual respect;
    - o Is prohibited according to the school's Responsible Behaviour Plan for Students; and
- Collect their property when advised by staff.

Parents:

- Ensure children do not bring property onto schools grounds that:
    - o Is illegal to possess;
    - o Puts at risk the safety or wellbeing of other students or staff;
    - o Does not preserve a caring, safe, supportive or productive learning environment;
    - o Does not maintain and foster mutual respect;
    - o Is prohibited according to the school's Responsible Behaviour Plan for Students; and
- Collect property temporarily removed from their child as soon as possible after they have been notified the property is available for collection.

Process

Confiscation of property

- Property may be temporarily removed from a student if the staff member is reasonably satisfied the removal is necessary to:
    - o Preserve the caring, safe, supportive and productive learning environment of the school;
    - o Maintain and foster mutual respect among staff and students at the school;
    - o Encourage all students to take responsibility for their own behaviour and the consequences of their actions;
    - o Provide for the effective administration of matters about the students of the school; and
    - o Ensure compliance with the school's Responsible Behaviour Plan for Students or any other directive, guideline or policy.

Return of confiscated property

- Ensure property held by the school is made available for collection within a reasonable time period by the student or, if the student is a child, the principal or staff member may choose to make the property available for collection to the parent only if it is more appropriate to do so, given:
    - o Its condition, nature or value; and/or;
    - o To ensure the safety of the student or staff; and/or
    - o For the good order and management, administration and control of the school.
- Where the child is an independent student it may not be appropriate to make the property available for collection by the student's parents and the property should be returned to the student.
- Ensure property made available for collection is in the same condition as when the property was removed.

Circumstances where confiscated property need not be made available for collection

- If the property is illegal to possess, threatens the safety or wellbeing of students or staff or is reasonably suspected to have been used to commit a crime:
    - o Notify police(http://ppr.det.qld.gov.au/education/community/Pages/Disclosing-Student-Personal-Information-to-the-Queensland-Police-Service.aspx) about the removal of the property; and

- o If police state that they will come to the school to investigate matters relating to the property, the property need not be made available for collection until they do so; or
- If the police seize the property under the Police Powers and Responsibilities Act 2000 (Qld) (http://www.legislation.qld.gov.au/LEGISLTN/CURRENT/P/PolicePowResA00.pdf), the property need not be made available by the school for collection.
- If police decide not to seize the property, it must be made available for collection as soon as practicable thereafter.
- Where staff have made reasonable efforts to notify the student or the student's parents that the property is available for collection but has not been able to make contact need not make the property available for collection.
- Where staff reasonably suspect that the student is not the lawful owner of the property, staff need not make the property available for collection. In this case, staff must make reasonable efforts to ascertain the ownership of the property.

Deciding a reasonable time to make property available for collection
- Factors considered when making decisions for property collection:
  - o Reasonable time for making property available for collection;
  - o The condition, nature or value of the property;
  - o The circumstances in which the property was removed;
  - o The safety of the students from whom the property was removed, other students or staff members; and
  - o Good management, administration and control of the school.

Morayfield State School list of Banned Items and Confiscation Periods

Item	Time/Arrangements for return of items
Toys and Collection cards	At the end of the day to child (if first time) At the end of the day to parent (for repeated offences)
Jewellery in contradiction to Uniform Policy	At the end of the day to child (if first time) At the end of the day to parent (for repeated offences)
Electronic Devices: mobile Phones, ipods, ipads, hand held gaming devices	At the end of the day to child (if first time) At the end of the day to parent (for repeated offences)
Books and Magazines of a sexually explicit or violent nature	At the end of the day to parent
Food items e.g. chewing gum, cola, energy drinks, lollies	At the end of the day to child (if first time) At the end of the day to parent (for repeated offences)
Illegal substances including aerosols, cigarettes, alcohol and drugs	After notification of police and parents and under advisement
Weapons: knives, firearms, explosive devices etc) Dangerous objects: sharp or inappropriate items	After notification of police and parents and under advisement

Morayfield State School
Re-entry Plan from Suspension

Student: Class: Date:

Reason/s for Suspension

Responsible Behaviour Agreement		
To be an engaged learner I must be:	Classroom	Playground
Responsible		
Respectful		
Safe		

If I choose not to follow these rules the following consequences may occur:

- Detention room/office session
- Privileges (sport/extra-curricular activities) revoked
- Parents phoned
- Time out and/or buddy class
- Suspension/recommendation for exclusion (for repeat behaviours or extreme behaviours)

Student Signature: _____   Date: _____

Admin Signature:_____   Date: _____

Parent/Carer Signature:_____   Date: _____

Working together to keep Morayfield State School safe- possession/use of knives at school

We can work together to keep knives out of school. At Morayfield 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 knives are banned?

- You are not allowed to have 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 eg 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 eg an immediate period of suspension, recommendation for exclusion
- 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 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 the police arrive.
- If you have a knife at school, it can be confiscated by the Principal and given to the police.
- You may face serious disciplinary consequences if you bring a knife to school.

How can I help to keep Morayfield State School safe?

- Make sure you know the rules and laws about knives.
- Ask your parents not to put knives or knife tools into your lunchbox, pencil case or craft kit.
- Contact your teacher if you are being threatened or bullied at school.
- Immediately tell a teacher or adult if you think someone has a knife at school, or if they say they will bring a knife to school
- Immediately tell a teacher if a student is threatening anyone with an object that could injure them.

How can parents help to keep Morayfield 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 or Deputy Principal.

Referenced at

http://education.qld.gov.au/studentservices/behaviour/qsaav/docs/working_together_toolkit.pdf

Form 1

Date	Time	Name & Signature	Behaviour
	1st play		☺ ☺ ☹
	1st eating		☺ ☺ ☹
	2nd play		☺ ☺ ☹
	2nd eating		☺ ☺ ☹
	1st play		☺ ☺ ☹
	1st eating		☺ ☺ ☹
	2nd play		☺ ☺ ☹
	2nd eating		☺ ☺ ☹
	1st play		☺ ☺ ☹
	1st eating		☺ ☺ ☹
	2nd play		☺ ☺ ☹
	2nd eating		☺ ☺ ☹
	1st play		☺ ☺ ☹
	1st eating		☺ ☺ ☹
	2nd play		☺ ☺ ☹
	2nd eating		☺ ☺ ☹
Date	Admin Review:		Signature

Student Photo

Student Name

Class   Teacher

Class Teacher Role
* **Before break**– check in with student, remind them of their goal/ consequences.
* **At break**—ensure student leaves with their plan
* **After break**—check in with student and the roster.
* **Monitor** and track the data to communicate with parents and support staff.

Duty Officer Role
* **Actively supervise** to ensure the student is in the correct area the whole break.
* **Sign roster** at the end of break and record any concerns. Eg. If they arrived late or are in the wrong area.

Roster must be signed at both play and eating breaks.		
	1ST	2ND
Monday	Top Oval	Yr2 Playground
Tuesday	Top Oval	Yr2 Playground
Wednesday	Top Oval	Yr2 Playground
Thursday	Top Oval	Yr2 Playground
Friday	Top Oval	Yr2 Playground

Eating at: SEP ☐   Office ☐

Form 2

Date	Time	Name & Signature	Behaviour
	2nd play		☺ ☺ ☹
	2nd eating		☺ ☺ ☹
	3rd session		☺ ☺ ☹
	1st Session		☺ ☺ ☹
	1st play		☺ ☺ ☹
	1st eating		☺ ☺ ☹
	2nd session		☺ ☺ ☹
	2nd play		☺ ☺ ☹
	2nd eating		☺ ☺ ☹
	3rd session		☺ ☺ ☹
	1st Session		☺ ☺ ☹
	1st play		☺ ☺ ☹
	1st eating		☺ ☺ ☹
	2nd session		☺ ☺ ☹
	2nd play		☺ ☺ ☹
	2nd eating		☺ ☺ ☹
Date	Admin Review:		Signature

Student Photo

Name   Class

Teacher

GOAL:

Class Teacher Role
* **Before break**– check in with student, remind them of their goal/ consequences.
* **At break**—ensure student leaves with their plan
* **After break**—check in with student and the roster.
* **Monitor** and track the data to communicate with parents and support staff.

Duty Officer Role
* **Actively supervise** to ensure the student is in the correct area the whole break.
* **Sign roster** at the end of break and record any concerns. Eg. If they arrived late or are in the wrong area.

Roster must be signed at both play and eating breaks.		
	1ST	2ND
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Eating at: SEP ☐   *Class* ☐