LEARNING TO GET ALONG

Responsible Behaviour Plan 2013-2014
Mourilyan State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

Mourilyan State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken during 2013. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2009-2013 also informed the development process. The Plan was endorsed by the Principal and the President of the P&C in August 2013, and will be reviewed in 2014 as part of our regular annual reviews.

Our Motto is “Seek, Discover and Learn”
To help achieve and personalise this motto each member of the Mourilyan School Community is encouraged to translate this shared vision into reality by drawing on his/her commitment and individual strengths by:
* Being proud of who I am and of my school
* Respecting and helping other students and teachers
* Doing my best:
  o to be honest and responsible
  o to be a good friend
  o to learn
  o to enjoy my time at school

To do this all members of our school community are expected to observe and practise our three school rules:
1. I will show respect for myself
2. I will show respect for others
3. I will show respect for property
Through these, I will be able to behave responsibly and safely.

Values and beliefs

1. **Supportive Environment**

We believe that learning is more effective in a positive, supportive yet challenging environment where:
* all children have opportunities to succeed
* appropriate support is given
* effort is valued

Revised and accepted 19 August 2013.
2. **Learner**
We value and address:
* the range of experiences children bring to school
* their ways of knowing and learning
* their understanding and learning capabilities

3. **Participation**
We value and encourage the participation and engagement with the curriculum through:
* planning cycles
* teaching/learning processes
* selection of classroom activities, learning resources, forms of assessment
* understanding behaviour linked to management strategies
* being proactive and productive

4. **Academic and Behavioural Standards**
We believe in providing learning activities that:
* challenge and extend students
* offer opportunities for greater depth of inquiry and promote divergent, creative and independent thinking and doing
* encourage students to take their share of responsibility for learning
* offer opportunities for engagement in a range of academic, cultural and sporting activities
We recognise and celebrate students’ achievements and successes

5. **Fairness and Equity**
We believe in fairness, equity and consistency for all students. We practise:
* equitable access to and participation in all aspects of teaching/learning
* teaching and learning that responds to social and cultural contexts
* an evidence based approach to profile positive and negative student behaviour - daily playground duty and classroom proformas

**Values and Professional Responsibilities**
We value justice, consistency and trusting in self and others.
As staff members we will:
* listen
* think fairly
* be inclusive and helpful
* pull our weight
* be considerate of others and what matters to them
* show respect
* be peaceful, kind and compassionate
* exercise humility

We value learning that is relevant, has rigour and inspires.
As staff members we will:
* share information, knowledge, resources
* be professional and give 100%
* encourage each other to try new things

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acknowledge and praise efforts  
* take risks, using mistakes as learning experiences  
* be reflective using dynamic practices

As parents we will:
* Take all reasonable measures to ensure children attend school regularly  
* Cooperate fully with school staff to ensure children comply with the school responsible behaviour plan  
* Share relevant information about children with the school  
* Take all reasonable measures to maintain open communication with school staff  
* Refrain from criticising the school and its staff in the presence of students including our own  
* Provide adequate and accurate contact details

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

- **Universal behaviour support**
  Mourilyan State School implements the following proactive and preventative processes and strategies to support student behaviour:
  - A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.  
  - Regular provision of information to staff and parents, and support to others in sharing successful practices  
  - Induction programs in the Mourilyan State School Responsible Behaviour Plan (and Code of Conduct for Students Appendix 1) delivered to new students as well as new and relief staff.  
  - Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.  
  - Religious Education and Virtues Education programs.  
  - Development of specific policies to address:
    - [The Use of Personal Technology Devices at School](#) (Appendix 2)  
    - [Procedures for Preventing and Responding to Incidents of Bullying](#) (Appendix 3).

Reinforcing expected school behaviour
At Mourilyan 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. Formal recognition will be given to students showing positive behaviours in classrooms, on parade and during end of year prize-giving. 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.

- **Targeted behaviour support**
  Each year a small number students at Mourilyan S.S. are identified through our data as needing a little bit extra in the way of targeted behavioural support. In most

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cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students’ learning and social success at risk if not addressed in a timely manner. These students will be referred to the Student Support Team.

Once a student is identified as needing more individualised support a group problem-solving approach will be used. A team consisting of the class teacher and at least 2 other members of the SST together with input from parents/caregivers will develop a behaviour plan which may include:

- adult mentoring
- targeted/small group social skilling
- programs with the school chaplain
- modified goals and consequences
- school-wide actions

**Re-directing low-level and infrequent problem behaviour**

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school’s expectations.

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

- **Intensive behaviour support**

Mourilyan State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. Support is organised by a team consisting of the class teacher, the principal and the Guidance Officer.

Following identification of a student with high behavioural needs, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school’s administration and district-based behavioural support staff.

5. **Consequences for unacceptable behaviour**

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Possible Action</th>
<th>Record</th>
<th>Inform parent</th>
<th>School Rule: Respect for …</th>
</tr>
</thead>
<tbody>
<tr>
<td>Littering</td>
<td>Teacher/teacher aide reprimand</td>
<td>No</td>
<td>No</td>
<td>Property</td>
</tr>
<tr>
<td>Eating chewing gum /bubble gum</td>
<td>Confiscate gum, Teacher/teacher aide reprimand, Teacher directed task</td>
<td>No</td>
<td>No</td>
<td>Property</td>
</tr>
<tr>
<td>Careless use of school or other equipment</td>
<td>Teacher/teacher aide reprimand, Teacher counselling, encouraging reflection by child, Isolation from class/group</td>
<td>No</td>
<td>No</td>
<td>Property</td>
</tr>
</tbody>
</table>

Revised and accepted 19 August 2013.
<table>
<thead>
<tr>
<th>Minor safety concerns: throwing objects, climbing, no hat etc</th>
<th>Teacher/teacher aide reprimand</th>
<th>Yes</th>
<th>No</th>
<th>Self/Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not meeting work expectations</td>
<td>Completion of work at lunchtime</td>
<td>No</td>
<td>No</td>
<td>Self</td>
</tr>
</tbody>
</table>
| Minor theft of non- valuables | Teacher/teacher aide reprimand  
Teacher directed task | Maybe | No | Others |
| Running around inappropriately on paved areas/ in classroom | Teacher/teacher aide reprimand  
Thinking Place | No | No | Self/Others |

**B: Teacher deals with in classroom or playground - teacher aide refers to teacher**

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Possible Action</th>
<th>Record</th>
<th>Inform parent</th>
<th>School Rule: Respect for …</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repetition of A</td>
<td>Lunch detention</td>
<td>Maybe</td>
<td>Maybe</td>
<td></td>
</tr>
</tbody>
</table>
| Refusal to participate | Teacher counselling, encouraging reflection by child  
Isolation from class/group | Maybe | Maybe | Self |
| Late for class without reasonable excuse | Thinking Place | No | No | Self |
| Disruptive behaviours in class, playground | Teacher counselling, encouraging reflection by child  
Isolation from class/group  
Thinking Place | Yes | Maybe | Others |
| Disruptive behaviours on bus, excursions or school functions | Student makes negotiated restitution for damage/hurt  
Withdrawal of privileges (excursions, sport etc)  
Thinking Place | Yes | Yes | Others |
| In classroom without supervision/permission | Teacher directed task  
Thinking Place | Yes | No | Property |
| Minor arguments – raised voice/aggressive tone/language | Student makes negotiated restitution for damage/hurt  
Thinking Place | Maybe | Maybe | Others |
| Harmful teasing | Teacher counselling, encouraging reflection by child  
Student makes negotiated restitution for damage/hurt  
Thinking Place | Yes | Maybe | Others |
| Inappropriate language (not incl.abusive swearing)* or inappropriate response/insolence | Teacher counselling, encouraging reflection by child  
Thinking Place | Maybe | Maybe | Others |
| Minor force on students: non-damaging pushing, hitting, kicking, retaliation. | Teacher counselling, encouraging reflection by child  
Student makes negotiated restitution for damage/hurt  
Thinking Place | Yes | Maybe | Others |

Revised and accepted 19 August 2013.
| Leaving school grounds without permission (minor) | Teacher counselling, encouraging reflection by child  
Teacher directed task  
Thinking Place | Maybe | Maybe | Self |
|---|---|---|---|---|

C: Teacher deals with in consultation with principal

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Action</th>
<th>Record</th>
<th>Inform parent</th>
<th>School Rule: Respect for ….</th>
</tr>
</thead>
</table>
| Repetition of B | Time Out/reflection form  
Teacher/parent interview | Yes | Yes | Others |
| Force on other students – pushing, hitting kicking | Isolation from class/group  
Withdrawal from class/contact with peers  
Isolation/detention at office | Yes | Yes By letter | Others |
| Skipping classes | After school detention | Yes | Yes By letter | Self |
| Harassment – rough handling, intimidation | Isolation from class/group  
Isolation in playground (sitting under the building)  
Isolation/detention at office | Yes | Yes By letter | Others |
| Wilful/persistent disobedience | Individual behaviour plan | Yes | Yes By letter | Others |
| Refusal to stop inappropriate actions | Withdrawal from class/contact with peers  
Isolation/Detention at office | Yes | Yes By letter | Others |
| Non-compliance when detained | Individual behaviour plan  
Set behaviour contract | Yes | Yes By letter | Others |
| Morally unacceptable behaviour: damaging gossip, exhibitionism etc | Consultation with G.O.  
Parent meeting with principal/teacher  
Isolation/detention at office | Yes | Yes By letter | Self/Others |

D: Referred to Principal: Major Incidents

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Possible Action</th>
<th>Record</th>
<th>Inform parent</th>
<th>School Rule: Respect for ….</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repetition of C</td>
<td>Parent meeting with principal/teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Racial/sexual harassment * | Consultation with G.O.  
Withdrawal from class/contact with peers  
Parent meeting with principal/teacher  
Extended isolation from class group (1-3 days) | Yes | Yes By letter & interview | Others |
| Significant verbal threats to students | Isolation/detention at office  
Extended isolation from class group (1-3 days) | Yes | Yes By letter & interview | Others |
| Gross insolence to school staff (not including verbal abuse) | • Withdrawal of privileges (excursions, sport etc)  
• Parent meeting with principal/teacher  
• Extended isolation from class group (1-3 days)  
• Set behaviour contract | Yes | Yes | By letter & interview | Others |
|---|---|---|---|---|---|
| Gross insolence to parents/other adults (not including verbal abuse) | • Isolation/detention at office  
• Withdrawal of privileges (excursions, sport etc)  
• Parent meeting with principal/teacher  
• Extended isolation from class group (1-3 days)  
• Set behaviour contract | Yes | Yes | By letter & interview | Others |
| Fighting incurring injury | • Withdrawal of privileges (excursions, sport etc)  
• Parent meeting with principal/teacher  
• Extended isolation from class group (1-3 days)  
• Set behaviour contract | Yes | Yes | By letter & interview | Others |
| Assault of other students | • Withdrawal of privileges (excursions, sport etc)  
• Parent meeting with principal/teacher  
• Extended isolation from class group (1-3 days)  
• Set behaviour contract | Yes | Yes | By letter & interview | Others |
| Theft of valuables | • Student makes negotiated restitution for damage/hurt  
• Consultation with G.O.  
• Parent meeting with principal/teacher  
• Set behaviour contract | Yes | Yes | By letter & interview | Property |
| Vandalism – graffiti | • Student makes negotiated restitution for damage/hurt  
• Parent meeting with principal/teacher  
• School hours restricted to 8.55-3.00  
• Extended isolation from class group (1-3 days)  
• Set behaviour contract | Yes | Yes | By letter & interview | Property |
| Vandalism – breakages | • Student makes negotiation restitution for damage/hurt  
• Parent meeting with principal/teacher  
• School hours restricted to 8.55-3.00  
• Extended isolation from class group (1-3 days)  
• Set behaviour contract | Yes | Yes | By letter & interview | Property |
| Truancy * | Counselling  
Referral to GO and/or police: refer Canecutter Policy document. | Yes | Yes | By letter & interview | Self |
| Leaving school grounds without permission (major) * | • Parent meeting with principal/teacher  
• Individual behaviour plan | Yes | Yes | Self |
### Suspension – Major Incidents

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Possible Action</th>
<th>Record</th>
<th>Inform parent</th>
<th>School Rule: Respect for …</th>
</tr>
</thead>
<tbody>
<tr>
<td>Serious repetition of D</td>
<td>• Consultation with G.O.</td>
<td>Yes</td>
<td>Yes by letter and interview</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Suspension</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Endangering other students/school personnel</td>
<td>• Consultation with G.O.</td>
<td>Yes</td>
<td>Yes by letter &amp; interview</td>
<td>Others</td>
</tr>
<tr>
<td></td>
<td>• Suspension</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical violence/sexual assault</td>
<td>• Consultation with G.O.</td>
<td>Yes</td>
<td>Yes by letter &amp; interview</td>
<td>Others</td>
</tr>
<tr>
<td>Gross indecency</td>
<td>• Suspension</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Verbal assault – serious verbal abuse of staff or other adults</td>
<td>• Consultation with G.O.</td>
<td>Yes</td>
<td>Yes by letter &amp; interview</td>
<td>Others</td>
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<tr>
<td></td>
<td>• Suspension</td>
<td></td>
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<tr>
<td>Smoking cigarettes or possession of tobacco products</td>
<td>• Consultation with G.O.</td>
<td>Yes</td>
<td>Yes by letter &amp; interview</td>
<td>Self</td>
</tr>
<tr>
<td></td>
<td>• Suspension</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Possession/drinking of alcohol</td>
<td>• Consultation with G.O.</td>
<td>Yes</td>
<td>Yes &amp; interview</td>
<td>Self</td>
</tr>
<tr>
<td></td>
<td>• Suspension</td>
<td></td>
<td>By letter</td>
<td></td>
</tr>
<tr>
<td>Possession/use of unauthorised drugs</td>
<td>• Consultation with G.O.</td>
<td>Yes</td>
<td>Yes by letter &amp; interview</td>
<td>Self</td>
</tr>
<tr>
<td></td>
<td>• Suspension</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other substance abuse.</td>
<td>• Consultation with G.O.</td>
<td>Yes</td>
<td>Yes by letter &amp; interview</td>
<td>Self</td>
</tr>
<tr>
<td></td>
<td>• Suspension</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any other actions deemed by the principal to be of a very serious nature requiring suspension, e.g gross vandalism, major theft etc</td>
<td>• Consultation with G.O.</td>
<td>Yes</td>
<td>Yes by letter &amp; interview</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Suspension</td>
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</table>

**SUSPENSION with recommendation to EXCLUDE**

- Consistent repetition of serious behaviours at Level D and/or suspension for endangerment/violence.
- Gross misconduct that is not in the power of the school to address or modify.

### 6. Emergencies, Critical Incidents involving Severe Problem Behaviour

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

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

Revised and accepted 19 August 2013.
Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Basic defusing strategies

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

Maintain calmness, respect and detachment
(Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally).

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

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

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

Physical Intervention
Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:
- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

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

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

It is important that all staff understand:
- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

Revised and accepted 19 August 2013.
Physical intervention is not to be used as a response to:

- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

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

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

- incident report (Appendix 4)
- Health and Safety incident record (link)
- debriefing report (for student and staff) (Appendix 5).

7. Network of student support

STUDENT SUPPORT NETWORK

Students will be supported in their learning through the following school network. When behaviour is inappropriate, programmes will be negotiated involving these people for support and guidance.

Revised and accepted 19 August 2013.
Support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Community Support Centre.

### 8. Consideration of individual circumstances

Mourilyan State School uses strategies that take into account the different abilities, skills and life experiences of students through our curriculum, interpersonal relationships and organisational practices. A range of significant factors are considered when choosing responses to student behaviour, including context, emotional well-being, culture, gender, race, socio-economic situation and impairment, all of which can influence the way in which students act and react to adult responses.

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 during decision making.

### 9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

### 10. Related policies

- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
- SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools
- SMS-PR-022: Student Dress Code
- SMS-PR-012: Student Protection
- SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
- GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
- ICT-PR-004: Using the Department's Corporate ICT Network
- IFM-PR-010: Managing Electronic Identities and Identity Management
- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

Revised and accepted 19 August 2013.
Appendix 1

Student Code of Conduct
See separate attachment
Appendix 2

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.

Personal Technology Device Etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be left at the office on arrival at school and picked up when leaving the premises.

Recording voice and Images

Under no circumstances should students record voice or video of any person at school without permission of both the person being recorded AND a responsible member of school staff.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students 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.

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Appendix 3

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

Purpose

1. Mourilyan 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 Mourilyan 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 Mourilyan 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, deliberately excluding people from appropriate 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 Mourilyan 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 responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

**Prevention**

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

- Our behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
- All students will receive high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff.
- A high level of quality active supervision will be maintained by staff in nonclassroom areas. This means that duty staff members will be easily identifiable and will move, scan and interact positively as they move through the designated supervision sectors.

8. A student Code of Conduct document will be developed which will be used as the basis of class lessons at the beginning of each year and at such other times as necessary.

9. Anti-bullying lessons will be taught, and responses rehearsed, in each classroom each year.

10. Mourilyan 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.
## APPENDIX 4

<table>
<thead>
<tr>
<th>STUDENT NAME:</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>Playground</td>
</tr>
<tr>
<td>Time:</td>
<td>Specialist lesson</td>
</tr>
<tr>
<td>Class:</td>
<td>Classroom</td>
</tr>
<tr>
<td>Referring staff member:</td>
<td>Other</td>
</tr>
</tbody>
</table>

### Problem Behaviour

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

### School Expectation Category

<table>
<thead>
<tr>
<th>Respect for Self</th>
<th>Respect for Others</th>
<th>Respect for Property</th>
</tr>
</thead>
</table>

### Others involved in incident

<table>
<thead>
<tr>
<th>None</th>
<th>Peers</th>
<th>Staff</th>
<th>Other</th>
</tr>
</thead>
</table>
## Appendix 5

**Incident Report**

<table>
<thead>
<tr>
<th>Name</th>
<th>Date:</th>
</tr>
</thead>
</table>

**Person Completing Form:**

### Name PROBLEM BEHAVIOUR

<table>
<thead>
<tr>
<th>Date of incident</th>
<th>Time incident started</th>
<th>Time incident ended</th>
</tr>
</thead>
</table>

**Where was the student when the incident occurred?**

**Who was working with the student when the incident occurred?**

**Where was staff when the incident occurred?**

**Who was next to the student when the incident occurred?**

**Who else was in the immediate area when the incident occurred?**

**What was the general atmosphere like at the time of the incident?**

**What was the student doing at the time of the incident?**

**What occurred immediately before the incident? Describe the activity, task, event.**

**Describe what the student did during the incident.**

**Describe the level of severity of the incident. (e.g. damage, injury to self/others)**

**Describe who or what the incident was directed at.**

**What action was taken to de-escalate or re-direct the problem?**

**Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing).**

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Revised and accepted 19 August 2013.
Appendix 6

Debriefing Report

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

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

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

Debriefing should provide information on:

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

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

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

Questions for staff

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

Questions for student

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

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

Revised and accepted 19 August 2013.