



Millaroo State School

The Code of
**School
Behaviour**

Better Behaviour
Better Learning

Responsible Behaviour Plan for Students

1. Purpose

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education. Millaroo State School Responsible Behaviour plan commits to providing a safe, supportive and disciplined learning environment.

Millaroo State School's Responsible Behaviour Plan is designed to educate - staff, parents and children on the rights and responsibilities towards others and encourage moral development in each child.

The Responsible Behaviour Plan ensures that all parents of children enrolling and attending our school are aware of and understand the implications of, Education Queensland's Code of Behaviour legislation and policies, regarding student behaviour and the consequences of inappropriate behaviour. Parents are asked to work through the Responsible Behaviour Plan with their children to ensure they understand what it entails.

Match



Millaroo State School's students will also be made aware of and understand the consequence of inappropriate behaviour through engagement in lessons which specifically address the Code of Behaviour and the school's Responsible Behaviour Plan.

2. Consultation and data review

This responsible behaviour plan was developed through a process of collaboration and broad consultation between the Principal, staff and school community along with the analysis of a range of data sets such as school opinion survey, OneSchool statistics and classroom surveys to inform the development process.

Each year the document is revisited and updated and then discussed with staff, students and parents to ensure that it is meeting the needs of all stakeholders.

The plan was endorsed by the Principal, the President of the Parents & Citizens Association and the Assistant Regional Director in March 2017, and will be reviewed in 2018 as required by legislation.

Manage My



*Make
Responsible
Choices*

3. Learning and behaviour statement

Our school rules have been agreed upon and endorsed by staff and school P & C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour. Millaroo State School's four rules clearly state the behaviour and learning expectations for each school member.

1. MATCH RESPECT
2. MAKE RESPONSIBLE CHOICES
3. MANAGE MY SAFETY
4. MAINTAIN PRIDE

Maintain



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

A Responsible Behaviour Plan can only be successful if there is an effective partnership with students, staff, families and the school community as part of a whole school approach to educating students and strengthening their resilience.

All members of the school community are expected to conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.

At Millaroo State School, we believe that the welfare and development of all students attending Millaroo State School is of prime concern to parents and teachers alike.

Our philosophy is based on the democratic values of respect, equity and concern for the welfare, rights and dignity of all members of the school community.

It is imperative that each school community member at Millaroo State School conducts themselves in a manner which enables all school members to work, play and learn in a positive, safe, supportive and disciplined working/learning environment.

*'Essential to effective learning is;
The rights of all students to learn;
The rights of all teachers to teach; and
The rights of all to be safe.'*

At Millaroo State School we value:

Commitment to and Participation

All school community members to promote co-operation and learning by involvement in school activities.

Respect

Treat all people with consideration and regard for their rights and their differences; Respect for property and our environment.

Courtesy

It is expected and enforces that all staff and students show appropriate manners towards all members of the school as well as other community members.

Care and Compassion

Ensuring a safe, caring and supportive environment in which all members can participate.

Doing Your Best

Doing your best no matter what you are attempting is an important part of character development and is confidently modelled by staff. Staff and students at Millaroo State School are encouraged to 'have-a-go' at everything and to work toward fulfilling their potential.

Fair Go

Positive and just conflict resolution strategies are modelled and supported by all of the Millaroo State School Community. Students are encouraged and taught to treat others fairly with consideration for their feelings and rights.

Freedom

At Millaroo State School we encourage active participation in activities which help to support those who may be in a less fortunate position than ourselves. Students are made aware of how lucky they are to have the rights and privileges of being an Australian citizen.

Honesty and Trustworthiness

We believe that by initiating and maintaining honest, constructive, open, communications and relationships with parents with regards to their children's learning, wellbeing and behaviour, we can build positive community partnerships.

Integrity

Millaroo school motto is 'Share and Care'. We encourage all our school community 'to practice what they preach', by demonstrating/modelling actions and behaviours that we expect from our students.

Responsibility

Through modelling and encouraging positive conflict resolution strategies we assist our students to solve problems which arise in a peaceful and fair way.

Understanding, Tolerance and Inclusion

All school community members' value and support an inclusive and engaging curriculum and work together to ensure the provision of a positive learning environment where optimum learning opportunities are offered.

Everyone at Millaroo State School is expected to treat all persons fairly and equitably and with sensitivity regarding their beliefs.

Universal behaviour support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Millaroo 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.

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

SCHOOLWIDE EXPECTATIONS TEACHING MATRIX						
	ALL AREAS	CLASSROOM	PLAYGROUND/ EATING AREA	STAIRS/VERANDAH/ RAMPS/PATHWATH/RACKS	TOILETS	BUS LINES/BIKE BUS
MATCH RESPECT	<ul style="list-style-type: none"> Keep myself safe on the inside Display courteous behaviour Keep hands, feet and objects to yourself Respect all property Use kind language 	<ul style="list-style-type: none"> Sit still Enter and exit room in an orderly manner Raise your hand to speak Respect others' right to learn Talk in turns Be a good listener 	<ul style="list-style-type: none"> Participate in school approved games Wear uniform, shoes and socks at all times Care for the environment 	<ul style="list-style-type: none"> Rails are for hands Walk one step at a time Carry items 	<ul style="list-style-type: none"> Respect privacy of others 	<ul style="list-style-type: none"> Use own bike/scooter only Walk bike/scooter to the gate Wait inside the gate until the bus stops
MAKE RESPONSIBLE CHOICES	<ul style="list-style-type: none"> Ask permission to leave the classroom Be on time Be in the right place at the right time Follow instructions straight away 	<ul style="list-style-type: none"> Be prepared Complete set tasks Take an active role in classroom activities Keep work space tidy Be honest 	<ul style="list-style-type: none"> Be a problem solver Return equipment to sport shed at end of play Play fairly – take turns, invite others to join in and follow rules 	<ul style="list-style-type: none"> Move peacefully in single file Keep passage ways clear at all times 	<ul style="list-style-type: none"> Use toilets during breaks 	<ul style="list-style-type: none"> Have your name marked on the bus roll before getting on Leave school promptly
MANAGE MY SAFETY	<ul style="list-style-type: none"> Keep myself and others out of danger Walk Care for equipment Clean up after yourself Wait your turn 	<ul style="list-style-type: none"> Use equipment appropriately Walk within classroom 	<ul style="list-style-type: none"> Be sun safe; wear a broad brimmed hat Sit whilst eating and drinking Follow the rules of the games 	<ul style="list-style-type: none"> Walk quietly and orderly so that others are not disturbed 	<ul style="list-style-type: none"> Wash hands Walk Act safely 	<ul style="list-style-type: none"> Wait your turn Keep your belongings nearby Follow bus driver's instructions
MAINTAIN PRIDE	<ul style="list-style-type: none"> Wear uniform correctly Keep our area neat and tidy Choose appropriate clothing for non-uniform events 	<ul style="list-style-type: none"> Show pride and neatness in your schoolwork Take pride in your classroom appearance 	<ul style="list-style-type: none"> Always wear a school hat Be proud of the clean and appealing school grounds 	<ul style="list-style-type: none"> Keep belongings in zipped up bags 	<ul style="list-style-type: none"> Leave area tidy Report misuse of toilets 	<ul style="list-style-type: none"> Represent your school with pride on the bus

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

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

Targeted behaviour support

Each year, a small number of students at Millaroo State School are identified through staff discussion and case management, as needing further support meeting the school behavioural expectations. In most cases the problem behaviours may not immediately be regarded as severe, but the frequency of their behaviours indicates intervention is required.

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

- Positive reward systems such as stickers, certificates and prizes.
- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Behaviour Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Millaroo State School Responsible Behaviour Plan for Students 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.
- Development of specific policies to address:
 - The Use of Personal Technology Devices* at School (Appendix 1).
 - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).
 - The Use of Knives at School Fact Sheet (Appendix 3).

Reinforcing expected school behaviour

At Millaroo State School, communication of our key messages about behaviour is supported 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. Professional development in Essential Skills for Classroom Management (DET 2015), Managing Challenging Behaviour (AITSL) Safe Schools Toolkit (Student Wellbeing Hub) is provided annually and refreshers are available online throughout the year for staff use.

Millaroo Marvel Shields

Staff members recognise students they observe following school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When they observe a student following the rules they reinforce the behaviour with either a Millaroo Marvel shield, or positive words of encouragement, or stickers, or certificates or prizes. When students are given a Millaroo Marvel shield they place it around their superhero. A student who consistently does the right thing may be recognised as 'Student of the Week' at the fortnightly School Assembly, where they will receive a certificate and have their photo taken for the school newsletter and pick from the prize box. A student's consistent positive behaviour can also be recognized with the wearing one of the 5 Millaroo Marvel and Rules capes. Positive behaviour is to be recorded on OneSchool (Appendix 7).

Responding to unacceptable behaviour

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

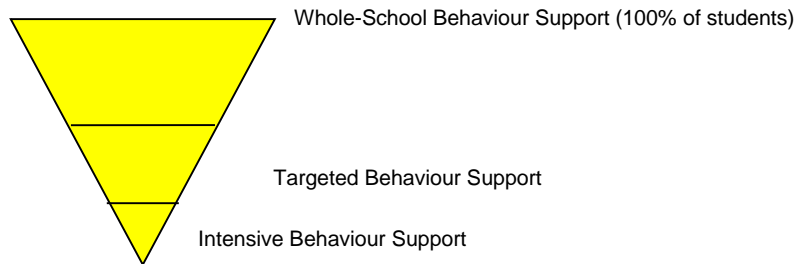
Re-directing low-level and infrequent problem behaviour

When 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.

Intensive Behaviour Support

Millaroo State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with high complex and challenging behaviours need comprehensive systems of support. The teachers:

- work together to develop appropriate behaviour support strategies;
- monitor the impact of support for individual students through continuous data collection;
- make adjustments as required for the student; and
- work with the Principal to achieve continuity and consistency.



5. Emergency responses or critical incidents

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

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

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

Basic defusing strategies

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

Physical restraint is a continuum beginning with time out and moving to physical restraint. 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.

Physical restraint may be used as an immediate or emergency response or as part of a student's individual plan, including:

- prevention of self-harming behaviours
- prevent serious property damage

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

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

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment;
- physical intervention must not be used when a less severe response can effectively resolve the situation; and
- the underlying function of the behaviour.

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

- minor 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.

Training

Suitable training will be offered to staff when it becomes available and practicable to attend or participate.

Record keeping

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

- Incident report (Appendix 5)
- [Health and Safety incident record](#)
- Debriefing report (for student and staff) (Appendix 6).

Debriefing options are offered to both staff and students after incidents occur.

6. Consequences for unacceptable behaviour

Millaroo State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

All behaviour incidents are recorded by staff on OneSchool. (Appendix 4)

Minor and major behaviours

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

- **Minor** problem behaviour is handled by staff members at the time it happens.
- **Major** problem behaviour is referred directly to the school administration team.

Minor behaviours are those that:

- are minor breaches of the school rules;
- do not seriously harm others or cause you to suspect that the student may be harmed;
- do not violate the rights of others in any other serious way;
- are not part of a pattern of problem behaviours; and
- do not require involvement of specialist support staff or administration.

Minor problem behaviours may result in the following consequences:

- A minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- A re-direction procedure. The staff member takes the student aside and:
 - names the behaviour that student is displaying;
 - asks student to name expected school behaviour;
 - states and explains expected school behaviour if necessary; and
 - gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:

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

Major behaviours result in an immediate referral to administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then fills out the office referral form and escorts the student to administration.

Major problem behaviours may result in the following consequences:

- **Level one:** Time in office, alternate lunchtime activities, loss of privilege, restitution, loss of break times, and warning regarding future consequence for repeated offence.

AND/OR

- **Level two:** Parent contact, referral to Guidance Officer, referral to Behaviour Management Support Officer, suspension from school.
- **Level three:** Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can

expect to be recommended for exclusion from school following an immediate period of suspension.

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

Area	Minor	Major	
Match Respect	Language	<ul style="list-style-type: none"> Inappropriate language (written/verbal) Calling out Poor attitude Disrespectful tone 	<ul style="list-style-type: none"> Offensive language Aggressive language Verbal abuse / directed profanity
	Property	<ul style="list-style-type: none"> Petty theft Lack of care for the environment 	<ul style="list-style-type: none"> Stealing / major theft Wilful property damage Vandalism
	Others	<ul style="list-style-type: none"> Not playing fairly Minor disruption to class Minor defiance Minor bullying / harassment 	<ul style="list-style-type: none"> Major bullying / harassment Major disruption to class Blatant disrespect Major defiance
Make Responsible Choices	Class tasks	<ul style="list-style-type: none"> Not completing set tasks that are at an appropriate level Refusing to work 	<ul style="list-style-type: none"> Destruction of class work
	Being in the right place	<ul style="list-style-type: none"> Not being punctual (e.g.: lateness after breaks) Not in the right place at the right time. 	<ul style="list-style-type: none"> Leaving class without permission (out of sight) Leaving school without permission
	Follow instructions	<ul style="list-style-type: none"> Low intensity failure to respond to adult request Non compliance Uncooperative behaviour 	<ul style="list-style-type: none"> Constant refusal to comply to adult request/school rules
	Accept outcomes for behaviour	<ul style="list-style-type: none"> Minor dishonesty 	<ul style="list-style-type: none"> Major dishonesty
Mobile Phone	<ul style="list-style-type: none"> Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member) 	<ul style="list-style-type: none"> Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation 	
Manage My Safety	Movement around school	<ul style="list-style-type: none"> Running on concrete or around buildings Running in stairwells Not walking bike in school grounds 	<ul style="list-style-type: none"> Repeated and persistent riding of bikes or skateboards in school
	Play	<ul style="list-style-type: none"> Incorrect use of equipment Not playing school approved games Playing in toilets 	<ul style="list-style-type: none"> Throwing objects Possession of weapons
	Physical contact	<ul style="list-style-type: none"> Minor physical contact (eg: pushing and shoving) 	<ul style="list-style-type: none"> Serious physical aggression Fighting
	Correct Attire	<ul style="list-style-type: none"> Not wearing a hat in playground Not wearing shoes outside 	<ul style="list-style-type: none"> Repeated refusal of not wearing safety clothing
	Other	<ul style="list-style-type: none"> Movement with open scissors 	<ul style="list-style-type: none"> Possession or selling of drugs
Maintain Pride	Rubbish	<ul style="list-style-type: none"> Littering 	<ul style="list-style-type: none"> Deliberate misuse of rubbish bins
	Appearance	<ul style="list-style-type: none"> Untidy appearance Untidy desk area 	<ul style="list-style-type: none"> Continually, repeatedly and wilfully wearing incorrect uniform Wearing of inappropriate clothing
	Pride in self	<ul style="list-style-type: none"> Untidy book work 	<ul style="list-style-type: none"> Major defiance of bus guidelines

Relate problem behaviours to expected school behaviours

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

- articulate the relevant expected school behaviour;
- explain how their behaviour differs from expected school behaviour;
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

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

Should staff need to temporarily remove property from students, they must adhere to the Policy and Procedures Register, 'Temporary Removal of Student Property by School Staff'. (See Section 10 of this document, 'Related Procedures' dot point 11, for the required link).

Ensuring consistent responses to problem behaviour

At Millaroo 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.

Students also receive training about 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. Students are encouraged to use the Freddy Friendly Five as a strategy for interacting with others who are not making responsible choices.



FREDDY FRIENDLY FIVE

1. Ignore
2. Walk Away
3. Talk Friendly
4. Talk Firmly
5. Find Help

Freddy the Frill Neck Lizard



7. Network of student support

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

- Students – Peer Support
- School Administration – Teaching Principal
- Teachers
- Support Staff - Teacher Aides, Administration Officer
- Support Teacher Literacy and Numeracy
- Guidance Officer
- Advisory Visiting Teacher
- Behaviour Management Support Teacher
- Parents

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

- Police (Adopt-a-Cop, PCYC)
- Rural Health Nurse
- Department of Communities, Child Safety and Disability Services Queensland
- Child Youth and Mental Health Management Unit
- Children's Health Queensland
- Local Council
- [Kids Helpline](#) | 1800 55 1800 | telephone counselling service for people aged 5-25
- [Youthbeyondblue & beyondblue](#) | 1300 224 636

All school staff have access to a wide network of support personnel across the Burdekin school cluster to access ideas/strategies or debriefing.

8. Consideration of individual circumstances

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

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

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

9. Related legislation

- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2006](#)
- [Education \(Strengthening Discipline in State Schools\) Amendment Bill 2013](#)
- [Criminal Code Act 1899](#)
- [Anti-Discrimination Act 1991](#)
- [Commission for Children and Young People and Child Guardian Act 2000](#)
- [Judicial Review Act 1991](#)
- [Weapons Act 1990](#)
- [Workplace Health and Safety Act 2011](#)
- [Workplace Health and Safety Regulation 2011](#)
- [Right to Information Act 2009](#)
- [Information Privacy \(IP\) Act 2009](#)

10. Related procedures

- [Safe, Supportive and Disciplined School Environment](#)
- [Inclusive Education](#)
- [Enrolment in State Primary, Secondary and Special Schools](#)
- [Student Dress Code](#)
- [Student Protection](#)
- [Code of Conduct for the Queensland Public Service](#)
- [Working with Children Check – Blue Cards](#)
- [Department of Education, Training and Employment Standard of Practice](#)
- [The Code of School Behaviour](#)
- [Statement of Expectations for a Disciplined School Environment](#)
- [Accidents, Incidents and Incident Investigations](#)
- [Health, Safety and Wellbeing Policy Statement](#)
- [Managing Risks in School Curriculum Activities](#)
- [Hostile People on School Premises, Wilful Disturbance and Trespass](#)
- [Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions](#)
- [Acceptable Use of the Department's Information, Communication and Technology \(ICT\) Network and Systems](#)
- [Managing Electronic Identities and Identity Management](#)
- [Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)
- [Temporary Removal of Student Property by School Staff](#)

11. Some related resources

- [National Safe Schools Framework](#)
- [National Safe Schools Framework Resource Manual](#)
- [Working Together resources for schools](#)
- [Cybersafety and schools resources](#)
- [Bullying. No way!](#)
- [Take a Stand Together](#)

Endorsement

Erin Alloway

Principal

J. McArthur

P&C President

Reid C. Thompson

Assistant Regional Director

Effective Date: March 2017 – November 2018

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 turned off and out of sight during assemblies or classes. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

Recording voice and Images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Millaroo 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 bullying¹ or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

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

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

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

Text communication

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

Assumption of cheating

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

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

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

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

Special Circumstances Arrangement

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



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

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

Purpose

1. Millaroo 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 Millaroo 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 Millaroo 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 Millaroo 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 Millaroo State School are an addition to our already research-validated school wide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on

bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our 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 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
 - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
 - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
 - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.
9. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a school wide 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 three-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 Millaroo 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. Millaroo 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.

The Use of Knives at School Fact Sheet

Working together to keep Millaroo State School Safe

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

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

If a student has a knife at school, they can expect serious consequences, such as a complaint or criminal charges filed with police. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

What kinds of knife are banned?

- No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel.
- Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.
- In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school. The Principal can take tough action against a student who brings a knife to school.
- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences.
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
- If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the principal and given to the police.

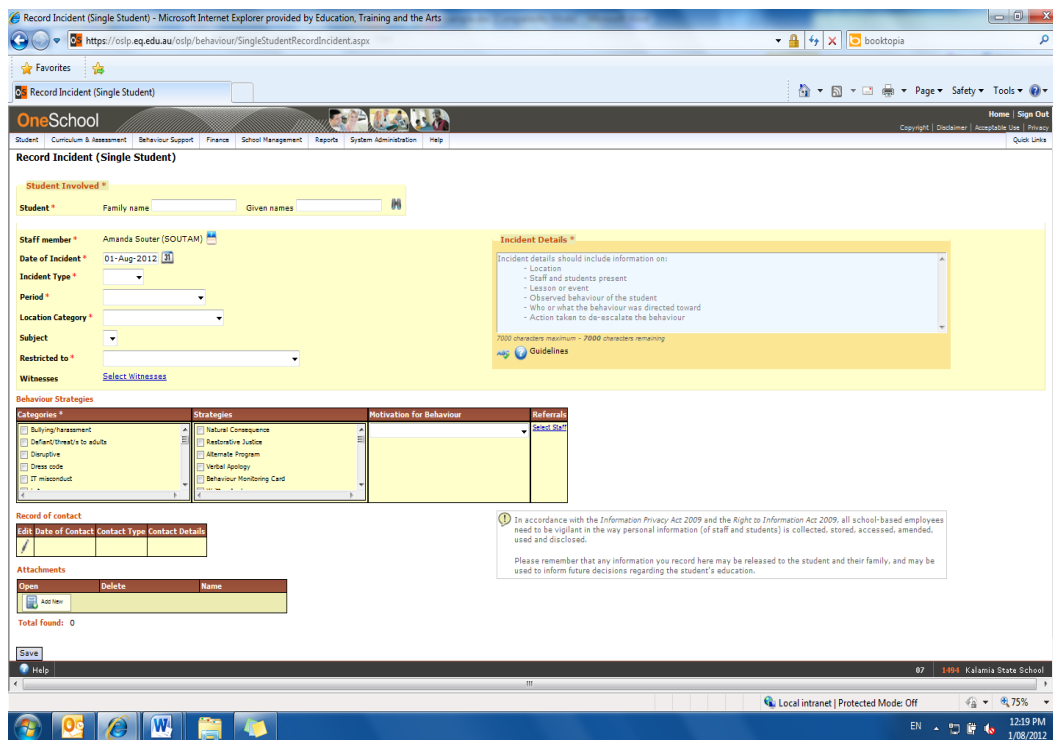
How can students help to keep Millaroo State School safe?

- Make sure you know the laws and rules about knives.
- Ask your parents not to put knives or knife tools in your lunch box, pencil case or craft kit.
- Contact your teacher if you are being bullied or threatened 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.

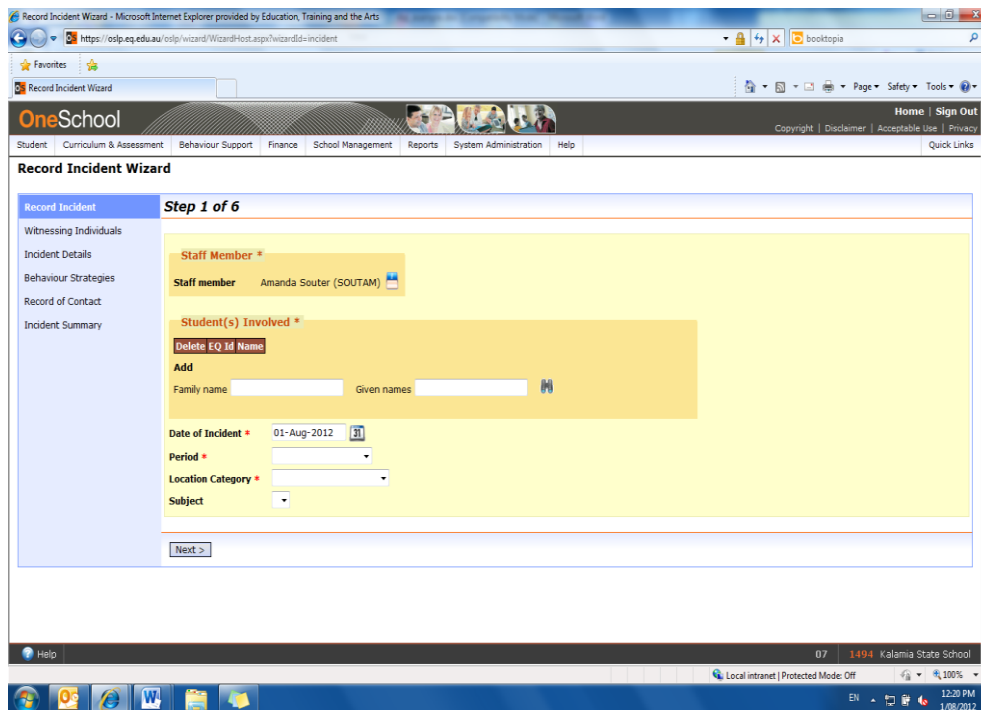
How can parents help to keep Millaroo State School safe?

- 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.

Behaviour Incident Record (single student)



Behaviour Incident Record (multiple students)



Appendix 5

Incident Report

Name:

Date:

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

Person Completing Form: _____

Debriefing Report

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

- reverse or minimise the negative effects of physical intervention
- prevent the future use of physical intervention
- address organisational problems and make appropriate changes

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

Debriefing should provide information on:

- who was involved
- what happened
- where it happened
- why it happened
- what we learned

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

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

Questions for staff

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

Questions for student

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

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

Appendix 7

Positive Behaviour Record

Positive Behaviour Wizard - Microsoft Internet Explorer provided by Education, Training and the Arts

https://osp.eq.edu.au/OSLP/wizard/WizardHost.aspx?wizardid=positive

File Edit View Favorites Tools Help

Positive Behaviour Wizard

Positive Behaviour Details

Positive Behaviour Summary

Step 1 of 2

Staff Member *

Staff Member Erin Alloway (ALLOER)

Student(s) Involved *

Delete EQ Id Name

Add

Family name Given names

Positive Behaviour Details

Date * 28-Mar-2013 31

Category * Awards

School Category * Parade Awards

Details*

Trying hard with handwriting

18 0867 Millaroo State School *Change School*

Done Local Intranet 100%

start robbie.mitchell Responsible Beh... 2013 Millaroo SS ... 2013 Millaroo SS ... Error Reporting Positive Behav... EN 9:58 AM