MacGregor State School
"Reach for the stars!"

Responsible Behaviour Plan for Students 2015-2018
Based on EQ *Code of School Behaviour*

1. Purpose

MacGregor State School is committed to providing a safe, respectful and disciplined learning environment for all students and staff. Our students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong learning and 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.

MacGregor State School provides through productive community partnerships, an inclusive, quality curriculum that contributes to students leading morally responsible and productive lives in their own and a global society by:

- Providing excellence in teaching and learning to achieve the best student outcomes in all aspects of the curriculum
- Demonstrating fair, equitable and inclusive practices for all
- Being sensitive to and respecting our cultural diversity
- Acknowledging and respecting each individual's needs, abilities and potential
- Encouraging and acknowledging excellence
- Providing unique educational opportunities to encourage students to strive to achieve to their potential
- Facilitating and encouraging students to increasingly take responsibility for their own learning
- Providing a welcoming, warm and safe environment
- Providing opportunities to enhance the professional growth and morale of our community

2. Consultation and Review

MacGregor State School developed this plan in collaboration with our school community. A committee consisting of teachers closely reviewed the department's Example of Matrix and those of other schools.

A draft was submitted to the Staff and the Principal. Their feedback was then included in the document, that in turn was submitted to the School Council, whose approval was forthcoming.

3. Learning and Behaviour Statement

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

Our plan outlines our strategies for encouraging positive behaviour, minimising inappropriate behaviour and responding decisively where necessary.

Our Responsible Behaviour Plan for Students identifies clear expectations for Students' behaviour, assisting us create and maintain our positive and productive learning and teaching environment.

Through our school plan shared expectations for behaviour are clear to everyone. All school community members have clear and consistent expectations and understandings of their role in the educational process.

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

- Be safe
- Be responsible, and
- Be respectful

Supported through the active use of the Peace Codes *(see Appendix 6),* our schools expectations have been agreed upon and endorsed by staff and our School Council. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

The Code of
**School
Behaviour**

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4. MacGregor State School Behaviour Expectations and Teaching Matrix (v271015)

At our school the adults will model and explicitly teach you our very high behaviour expectations

	PEACE CODE	ALL AREAS	CLASSROOM	ONLINE	PLAYGROUND	MOVEMENT	TOILETS	OTHER
BE RESPECTFUL	Care for myself and others Speak Kindly	▪ Use equipment appropriately ▪ Speak kindly ▪ Keep your hands and feet to yourself ▪ Follow School Dress Code	▪ Be an active listener ▪ Follow classroom rules ▪ Respect others' right to learn ▪ Talk in turns	▪ Participate in use of approved online sites and educational games ▪ Be courteous and polite in all online communications	▪ Participate in school approved games ▪ Play fairly – invite others to join in, follow rules ▪ When playing treat others kindly	▪ Keep passage ways clear at all times ▪ Keep to the left side of the walkway	▪ Respect privacy of others	▪ Only ever use your own bike/scooter ▪ Do the right thing
BE RESPONSIBLE	Do the Right Thing Be a Peacemaker Turn things around	▪ Be on time ▪ Follow instructions ▪ Accept responsibility for your behaviour	▪ Be prepared ▪ Complete set tasks ▪ Take an active role in classroom activities ▪ Keep your workspace tidy ▪ Be honest	▪ Report any unacceptable behaviour to a teacher or parent ▪ Post only appropriate content online ▪ Mobile phones must be left at the Office during school hours ▪ Be cyber responsible	▪ Be a problem solver ▪ Care for the environment ▪ Report playground issues to the staff member on duty ▪ Eat sensibly at Morning Tea and Lunch and ensure that food is not shared with others.	▪ Walk quietly and in an orderly way so that others are not disturbed	▪ Use toilets during breaks ▪ Keep toilets clean and tidy	▪ Leave school promptly ▪ Keep your belongings nearby ▪ Be prompt to arrive at the pickup area
BE SAFE	Find Help Be Brave	▪ Clean up after yourself ▪ Wait your turn ▪ Report problems immediately ▪ Respect others' personal space and property ▪ Wait your turn ▪ Be in the right place at the right time ▪ Move safely around the school	▪ Raise your hand to speak ▪ Care for equipment ▪ Enter and exit in an orderly manner ▪ Be Cyber safe	▪ Respect others' right to use online resources free from interference or bullying ▪ Keep any usernames or passwords private ▪ Keep private information off online sites	▪ Wear shoes and socks at all times ▪ Be sun safe; wear your school hat ▪ Return equipment to the appropriate place ▪ Play in those areas set for your class ▪ Sit in the Tuckshop area if you arrive prior to 8:30am ▪ Only use Play equipment between 9am to 3pm.	▪ Walk on concrete ▪ Use stairs safely ▪ Sit on seats, not steps, port racks or railings ▪ Watch where you are walking	▪ Wash hands after using the toilet ▪ Use facilities appropriately ▪ Your teacher may ask you to go with a buddy	▪ Wait your turn ▪ Wait inside the fence until your parent/caregiver arrives ▪ Wear a helmet when riding your bike or scooter ▪ Walk your bike/scooter in school grounds ▪ Go to the Office if your Parent or Caregiver is late

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

- A dedicated section of the weekly school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- Comprehensive induction including the MacGregor State School Responsible Behaviour Plan for Students delivered to new 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 nonclassroom settings.
- Development of specific policies as required for example:
- The Use of Personal Technology Devices* at School (Appendix 3)
- Procedures for Preventing and Responding to Incidents of Bullying (Appendix 4).

Reinforcing expected school behaviour

At MacGregor State School, communication of our key messages about behaviour are backed up through reminders, reinforcement, and feedback. A formal recognition and monitoring system has been developed.

These include awards presented on assembly as well as regular classroom awards. Assembly Awards include Student of the Week and Star Worker of the week from each class. Additionally Garvey awards are given to children who follow the school rules and help keep our environment clean and tidy.

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.

Responding to unacceptable behaviour

Re-directing low-level and infrequent problem behaviour

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff 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: Student Referral Team (SRT)

MacGregor 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.

The *Student Referral Team*:

- works with other staff members to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection
- makes adjustments as required for the student

The *Student Referral Team* has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. The support team may also include individuals from other agencies already working with the student and their family, a representative from the school's administration.

5. Consequences for unacceptable behaviour

MacGregor 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. Referrals are done through One School and flagged for follow up by the Head of Schools or the Head of School Student Services. The recording of three minor behaviours constitutes a major behaviour.

Minor and major behaviours
When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:
- **Minor** problem behaviour is handled by staff members at the time it happens
- **Major** problem behaviour and/or behaviour that is high frequency and/or high intensity, 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
- 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:
  1. names the behaviour that student is displaying,
  2. asks student to name expected school behaviour,
  3. states and explains expected school behaviour if necessary
  4. gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:
- significantly violate the rights of others *(high intensity)*
- put others / self at risk of harm *(high intensity)*
- are repeated regularly even after intervention *(high frequency)*
- require the involvement of school Administration.

Major behaviours result in referral to Administration. When major problem behaviour occurs, staff members calmly and factually state the major problem behaviour and remind the student of expected school behaviour. The staff member escorts the student to Administration and completes a behaviour referral on One School.

Major problem behaviours may result in the following consequences:
- **Level One:** Time in office, removal to withdrawal room, alternate lunchtime activities, loss of privilege, restitution, loss of break times and a warning regarding future consequences for repeated offences.

  AND/OR
- **Level Two:** Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school

  OR

- **Level Three:** Students who engage in serious unacceptable behaviours such as major violent physical assault or the use/supply or possession of weapons (including knives) or drugs may receive a Behaviour Improvement Condition or a School Disciplinary Absence (suspension or proposal/recommendation for exclusion) as a consequence of unacceptable behaviour.

Definition of consequences

Time Out	A principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down. During time out, student is to be supervised and given an opportunity to rejoin class in intervals of no more than 10 minutes.
Detention	A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations. A detention is no more than 20 minutes during school lunch or 30 minutes after school (parent will be contacted before after school detention is imposed).
Temporary Removal of Property	A principal or staff member of MacGregor State School has the power to temporarily remove property from a student, as per the procedure *Temporary Removal of Student Property by School Staff*.

School Disciplinary Absences (SDA)

Suspension	A principal may suspend a student from school under the following circumstances: ▪ disobedience by the student ▪ misconduct by the student ▪ other conduct that is prejudicial to the good order and management of the school.
Behaviour Improvement Condition	A principal may impose a behaviour improvement condition if the principal is reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour. A *Behaviour Improvement Condition* requires the student to undertake a behaviour management program arranged by the school's principal. The program must be: ▪ reasonably appropriate to the challenging behaviour ▪ conducted by an appropriately qualified person ▪ designed to help the student not to re-engage in the challenging behaviour ▪ no longer than three months.
Proposed Exclusion or recommended exclusion	A student may be suspended pending a decision to exclude when the student"s behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons: ▪ disobedience ▪ misconduct ▪ other conduct that is prejudicial to the good order and management of the school, or ▪ breach of Behaviour Improvement Conditions.

*Refer to departmental procedure Safe, Supportive and Disciplined School Environment for further details

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

Area		Minor	Major
Being Safe	Movement around school	• Running on concrete or around buildings • Running in stairwells • Not walking bike in school grounds	
	Play	• Incorrect use of equipment • Not playing school approved games • Playing in toilets	• Throwing objects • Possession of weapons
	Physical contact	• Minor physical contact (eg: pushing and Shoving)	• Serious physical aggression • Fighting
	Correct Attire	• Not wearing a hat in playground • Not wearing shoes outside	
	Other		• Possession or selling of drugs • Weapons including knives and any other items which could be considered a weapon being taken to school • Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
Being Responsible	Class tasks	Not completing set tasks that are at an appropriate level • Refusing to work	
	Being in the right place	• Not being punctual (eg: lateness after breaks) • Not in the right place at the right time.	• Leaving class without permission (out of sight) • Leaving school without permission
	Follow instructions	• Low intensity failure to respond to adult request • Non compliance • Unco-operative behaviour	
	Accept outcomes for behaviour	• Minor dishonesty	• Major dishonesty
	Rubbish	• Littering	
	Mobile Phone	• Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member	• Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation • Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
Being Respectful	Language	• Inappropriate language (written/verbal) • Calling out • Poor attitude • Disrespectful tone	• Offensive language • Aggressive language • Verbal abuse / directed profanity
	Property	• Petty theft • Lack of care for the environment	• Stealing / major theft • Wilful property damage • Vandalism
	Others	• Not playing fairly • Minor disruption to class • Minor defiance • Minor bullying / harassment	• Major bullying / harassment • Major disruption to class • Blatant disrespect • Major defiance • Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school

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

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 a 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.

Ensuring consistent responses to problem behaviour

At MacGregor 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 redirects their behaviour or consequences are applied for problem behaviour.

Student disciplinary absences (suspension and exclusion) may be considered:

- in the event of a serious, one-off behaviour incident or
- After consideration has been given to all other responses.

6. Emergency or critical incident responses

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe 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 unacceptable behaviour

Avoid shouting, cornering the student, moving into the student"s space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language

Maintain calmness, respect and detachment

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

Approach the student in a non-threatening manner

Move slowly and deliberately toward the 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

Re-enforcement and Correction Strategies

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

Follow Up Strategies

Restore normal operations as soon as possible
Provide post incident opportunities that include:
- Assisting any distressed student/s to access appropriate support e.g Guidance Officer, School Chaplain, Administration
- Assisting the individual student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made and identify acceptable decision options for future situations.
- Recording a reflection of individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.

Physical Intervention

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

Appropriate physical intervention may be used to ensure that MacGregor 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.

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:

- School Incident Report (Appendix 2)
- Student Record of Incident (as per process for Natural Justice).

7. Network of student support

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

- Parents
- Teachers
- Support Staff
- Head of Curriculum
- Administration Staff

- Guidance Officer
- Advisory Visiting Teachers
- Positive Learning Centre Staff
- Senior Guidance Officer
- School Chaplain

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

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

8. Consideration of individual circumstances

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

MacGregor 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
- recognising the rights of all students to:
  - o express opinions in an appropriate manner and at the appropriate time
  - o work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation,
  - o receive adjustments appropriate to their learning and/or impairment needs,
  - o Provide written and verbal statements that will be taken into consideration in the decision making process
  - o Ensure that processes maintain the dignity, respect, privacy and confidentiality of the students, consistent with the rights of the rest of the community.

9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies and procedures

- Statement of expectations for a disciplined school environment policy
- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
- Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Temporary Removal of Student Property by School Staff

11. Some related resources

- Statement of expectations for a disciplined school environment policy
- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
- Take a Stand Together
- Safe Schools Hub

Endorsement

Mike Ennis   Anthony Lam
Principal   Chair - School Council

Effective date: _____

MacGregor State School
Behaviour Referral Form

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

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

School Expectation Category					
Be SAFE		Be Respectful		Be Responsible	

Others involved in incident					
None		Peers		Staff	

MacGregor State School Incident Report

Name:		Date:	

Person Completing Form:	

Name PROBLEM BEHAVIOUR

Date of incident	Time incident started	Time incident ended

Where was the student when the incident occurred?

Who was working with the student when the incident occurred?

Where was staff when the incident occurred?

Who was next to the student when the incident occurred?

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

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

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

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

Describe what the student did during the incident.

Describe the level of severity of the incident. (eg 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. (eg was angry because I asked him/her to stop teasing)

MacGregor State School
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.

Personal Technology Devices include, but are 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.

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

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher.

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying [1] or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students may be subject to discipline (including suspension and recommendation for exclusion) if they breach the policy by being involved in recording and/or disseminating material (through text messaging, display, internet uploading or other means) or are knowingly the subject of such a recording.

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children) are 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.

[1]

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

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

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

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

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MacGregor State School
Procedures for Preventing and Responding to Incidents of Bullying
(Including Cyber Bullying)

Purpose

1. MacGregor State School strives to create positive, predictable environments for all students at all times of the day. The disciplined teaching environment that we are creating is essential to:
   - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
   - raising achievement and attendance
   - promoting equality and diversity and
   - ensuring the safety and well-being of all members of the school community.

2. There is no place for bullying in MacGregor 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 MacGregor 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 MacGregor 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 MacGregor State School are an addition to our already research-validated schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school wide universal behaviour support practices will be maintained at all times. This will ensure that:
   - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
   - All students know the 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. Cyber bullying often does not occur at school. Students are explicitly taught Cyber Safety; for example how to safely conduct an internet search, what cyber bullying is and what they should do if they receive unwanted messages. These include:
   - Not to respond to messages but keep them to report to parents and/or teachers immediately
   - Report any instances they see as a bystander of cyber bullying to parents and/or teachers immediately.

10. 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.

11. MacGregor State School will take part in the ***National Day of Action Against Bullying and Violence*** on the third Friday of March each year. This is to highlight the importance of bullying issues within our school community and what our school is doing to prevent this.

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 MacGregor 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. MacGregor 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.

We say "No" to all types of bullying

Bullying can take many forms:

1. Direct verbal bullying
   a. intimidation
   b. derogatory comments and insults
   c. teasing
   d. name calling
   e. racist remarks
   f. verbal abuse

2. Direct physical bullying
   a. physical harm (i.e. hitting, kicking, shoving, pushing)
   b. spitting
   c. instances of physical intimidation
   d. damaging property
   e. taking something that belongs to another person
   f. threatening or forcing someone to do things

3. Indirect bullying
   This form of bullying is harder to recognise and often carried out covertly. It is designed to harm someone's social reputation and/or cause humiliation. Indirect bullying includes:
   a. telling lies and spreading rumours
   b. playing nasty jokes with the intention of humiliating and embarrassing
   c. mimicking
   d. encouraging other students to socially exclude or isolate someone
   e. purposely damaging someone's social reputation

We say "No" to Cyber Bullying

MacGregor State School is a digitally rich school. The students use ICT in all facets of their learning and are encouraged to collaborate and communicate freely through these tools. Because of this we recognise the importance of teaching our students about cyber bullying.

We define cyber bullying as *bullying using electronic communication devices*, such as computers and mobile phones, using tools such as email, SMS, MSN, Twitter or Facebook.

Proactive and Preventative Strategies

Explicit socialisation lessons that develop students' ability to:
- identify bullying behaviours
- determine the difference between bullying and inappropriate behaviour
- avoid engaging in bullying behaviours
- employ assertive strategies to stop bullying behaviours
- provide peer support to students who are being bullied
- go to the 'safe places' within the school
- provide opportunities for students who bully to excel
- safely report bullying

Explicit lessons on the safe, legal and ethical use of ICT that develop the students" ability to:
- avoid engaging in cyber bullying behaviours
- identify instances of cyber bullying
- safely report cyber bullying

Students who display appropriate safe, legal and ethical use of ICT will be recognised by receiving an ICT Licence. This will provide them with access to ICT tools.

Every year Macgregor State School will review the success of its anti-bullying policy and practice by collecting data around bullying and develop an action plan to address identified concerns.

Consequences of Bullying

The instances of bullying will be determined case by case. All instances that are determined to be bullying will be recorded on OneSchool Behaviour Support.
Consequences may include:

- warning
- mediation
- referral to further support
- removal of privilege(s)
- detention
- parent contact
- in school suspension
- out of school suspension
- exclusion

OneSchool is used to record all behaviour incidences. All incidences of bullying will require ongoing monitoring until repetition is considered unlikely.

Support
At Macgregor State School we are committed to supporting the alleged victims and alleged perpetrators of bullying by providing:

- Counselling for students who are bullied
- Support programs for students who bully

Resources
Bullying No Way
http://www.bullyingnoway.com.au/who/default.shtml

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MacGregor State School: Weapons at School

We can work together to keep knives out of school. At MacGregor State School:
- Every student has the right to feel safe and be safe at school.
- No knives are allowed to be taken to school by students.
- There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

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

What kinds of knife are banned?
- No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel.
- Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.

The Principal or Heads of School can take action against a student who brings a knife to school.

- If a student has a knife at school, the principal may 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 may be searched if the principal suspects that a student has a knife on or in school property.
- If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the principal and given to the police.

How can parents help to keep MacGregor 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.

MacGregor State School Pathways to Peace

Our behaviour management program at MacGregor is based on the Pathways to Peace Program, introduced to our school in 2003. The code of behaviour is referred to as the Peace Code.

The peace codes are as follows:

CARE FOR
MYSELF
AND OTHERS

DO THE
RIGHT THING

SPEAK
KINDLY

FIND
HELP

BE A
PEACEMAKER

TURN
THINGS
AROUND

BE
BRAVE

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MacGregor State School Behaviour Codes for Reporting

BEHAVIOUR CODES

Student behaviour is reported twice yearly via semester reports by standards ranging from A to E.

A. Excellent
B. Very Good
C. Mostly Satisfactory
D. Needs Attention
E. Unacceptable

With each behaviour code, there are indicated behaviours and possible consequences. These are detailed below.

BEHAVIOUR INDICATORS AND POSSIBLE CONSEQUENCES

Level A	*Positive Behaviour*	*Reinforcement*
The student exhibits **EXCELLENT** behaviour in both the playground and classroom.	The student displays behaviours that provide a positive environment for teaching, learning and safety. ▪ Positive approach to learning ▪ Completion of class work ▪ Demonstrating respect to others ▪ Fostering a collegial spirit ▪ Strong manners and work ethic	• ***Does not require verbal prompting or re-direction*** • Positive verbal praise and feedback • Positive parent feedback • Merit awards • Visits to administration

Level B	*Occasional Behaviour*	*Reinforcement*
The student exhibits **VERY GOOD** behaviour in both the classroom and the playground. There may be very isolated instances of behaviours listed in C below.	The student exhibits some of the above. May also display these least intrusive behaviours to teaching, learning and safety on an infrequent basis. ▪ Talking in class ▪ Not following simple directions ▪ Swinging on chair ▪ Littering ▪ Distracting learning of others	▪ ***May require minimal verbal*** ▪ ***prompting and re-direction*** ▪ Peace Code Reminders ▪ Reflection Task ▪ Warning

Level C	*Occasional Behaviour*	*Reinforcement*
The student exhibits **SATISFACTORY** behaviour in both the classroom and the playground. There may be occasional instances of the following behaviours.	The student may exhibit some of these behaviours which are moderately intrusive to teaching, learning and safety. The following behaviours may be seen only occasionally: ***Academic Infringement*** ▪ Work avoidance ▪ Off task behaviour ▪ Distracting learning of others ***Playground*** ▪ Playing in an out of bounds area ▪ Running on concrete ▪ No hat ▪ Eating in an undesignated area	▪ ***May require some verbal*** ▪ ***prompting and re-direction*** ▪ Peace Code Reminders ▪ Time out ▪ Reflection plan ▪ Apology ▪ Appropriate restitution ▪ Walk and talk with teacher ▪ No Play ▪ Detention ▪ Restricted access to technology, sport and cultural activities ▪ Walk and talk with teacher ▪ Withdrawal of privileges

Level D	*Occasional Behaviour*	*Reinforcement*
The student exhibits behaviour that **NEEDS ATTENTION** due to frequent breaches of the school rules.	The student exhibits some of the behaviours above which are increasing in frequency and impacting regularly on the teaching, learning and safety. They may also be exhibiting moderate levels of the following behaviours. ***Academic Infringement*** ▪ Leaving the classroom without ▪ permission ▪ Truancy ***Anti-Social behaviour*** ▪ Disrespectful comments to peers and staff ▪ Inappropriate behaviour ▪ Disrespect to another cultural group ▪ Conversational swearing ▪ Minor bullying – physical, verbal and electronic ***Physical Aggression*** ▪ Minor physical aggression ▪ Throwing dangerous objects ▪ Intimidation ▪ Physical aggression towards others ***Disrespect for Property*** ▪ Minor destruction of property ▪ Minor graffiti ▪ Abuse of equipment ▪ Vandalism ***Playground*** ▪ Misuse of toilets ▪ Leaving school premises ▪ Non-compliance, running away	▪ ***May require constant verbal prompting and re-direction*** ▪ Parent notification meeting ▪ Alternative educational setting ▪ Modified learning program ▪ Suspension ▪ Monitoring Cards ▪ In-school Suspension ▪ Individual Program ▪ Referral to School based ▪ Chaplain

Level E	Occasional Behaviour	Reinforcement
The student exhibits **CONSISTENTLY UNACCEPTABLE BEHAVIOUR** which requires significant daily support from Administration and other support personnel, in addition to the classroom teacher.	The student exhibits these behaviours which are ***EXTREMELY*** intrusive to teaching, learning and safety. ***Academic Infringement*** ▪ Major disruption to learning ▪ environment ▪ Persistent non-compliance ▪ Ongoing truancy ***Anti-Social behaviour*** ▪ Swearing ▪ Inciting disrespect ▪ Major theft ***Physical Aggression*** ▪ Physical assault (major or unprovoked) ***Disrespect for Property*** ▪ Major vandalism ▪ Offensive and extensive graffiti	▪ Parent notification meeting ▪ Alternative educational setting ▪ Modified learning program ▪ Suspension ▪ Exclusion

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Appendix 8

MacGregor State School Infringements of Class Rules

Intensity of Infringement	Frequency of Infringement	Response Strategies implemented to support student in achieving appropriate behaviour
Low	Infrequent 1 to 2 times a session	**Teacher Responses may include:** • Acknowledging student's positive behaviour • Ignoring inappropriate behaviour • Giving clear directions to student • Prompts (verbal/non verbal) • Cueing • Reminder of class expectations
Low	Frequent Several times in a session	**Teacher Responses may include:** • Teacher conferences with student • Reminder of class expectations • Removal to alternate position in room to reduce distraction • Attention to students modelling appropriate behaviours • Modification of task set • One on one curriculum support • Peer mentoring/buddy system • Logical consequences • Restitution (eg complete work/apology) • Offer choices • Conferencing with parents • Reward system (Extrinsic/Intrinsic)
Low	**Persistent** Ongoing OR **Infrequent** Isolated	**Teacher Responses may include:** • Strategies listed above • Peer mediation (where appropriate) • Restitution (eg make up for lost time in studen's own time) • Loss of privileges • Individual negotiated contract • Administration advised • Referral to Special Needs Committee **Administration Response may include:** • Additional structures within classroom • to support student • Restitution (eg. Detention, community service) • Withdrawal from class • Restorative conference • Peer mediation • Parent contact • Liaison with special needs committee • Suspension in line with Education • Queensland Policy SM – 16 Student • Disciplinary Absences • Restorative conference on return from suspension **Special Needs Committee Response may include:** • Referral to Guidance Officer for counselling/ assessment • Referral to Learning Support Teacher for appraisement • Referral to Advisory Visiting Teacher – • Behaviour for consultative support for teacher • Referral to Community Agent as appropriate

Infringements of Class Rules (Cont'd)

Intensity of Infringement	Frequency of Infringement	Response Strategies implemented to support student in achieving appropriate behaviour
Moderate to High **Extreme**	**Frequent/Persistent** Ongoing OR **Infrequent** Isolated	**Teacher Response may include:** • Referral to Administration • Referral to Special Needs Committee **Administration Response may include:** • Withdrawal from class • Parent interview • Liaison with Special Needs • Committee/ Guidance Officer/ AVT –Behaviour • Implementation of recommended/plans advised by support personnel • Implementation of Individual • Positive Behaviour Support Plan • Functional Behaviour Analysis in conjunction with specialist staff • Referral to and liaison with appropriate Community Agency • Suspension in line with Education • Queensland Policy SM – 16 Student • Disciplinary Absences • Restorative conference on return from suspension • Recommendation for Exclusion in line with Education Qld Policy – SM- 16 Student Disciplinary Absences

Management of Serious or Extreme Infringements

Nature of Offence	Actions
Truancy includes any period of unexplained student absence from school	School is to follow Code of Conduct protocol. Teachers are required to notify Administration if they are concerned about any periods of student absence Teachers are required to inform Administration of unexplained ongoing student absence after 3 days Administration will attempt to make contact with parents • **Support structures may include**: referral to special needs committee; guidance officer; AVT Behaviour Management, relevant community based agency as appropriate
Indecent Behaviour includes: • intentional exposure • indecent gestures • indecent verbal or written comments (text messages/emails/notes/drawings) • indecent acts	School is to follow Code of Conduct and Child Protection protocols as appropriate Administration will contact student's parents as appropriate • **Support structures may include:** referral to special needs committee; guidance officer; AVT Behaviour Management, relevant community based agency as appropriate • **Outcomes of indecent** behaviour may include: detention, school community service • **Outcomes of serious indecent behaviour may include:** suspension or recommendation for exclusion
Violence is an aggressive act which may be emotional, physical, or verbal. It can include the use of physical force against students, staff, or other adults, or against property. Bullying is the wilful, conscious desire to harm, threaten, or frighten someone. It can be	Students who intentionally harm others in a verbal or physical manner are to be referred to Administration. Administration will contact the student's parents. • **Support structures may include**: referral to special needs committee; guidance officer; AVT Behaviour Management, relevant community based agency as appropriate • **Outcomes of violence or bullying may include**: detention, school community services

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physical or verbal in nature, including intimidation.	• **Outcomes of serious or ongoing violence may include**: Suspension or recommendation for exclusion
Harassment includes all forms of discrimination. It erodes the **individual's rights, debilitates** morale, and interferes with the effectiveness of the work and learning environment.	Students who harass others are to be referred to Administration Administration will contact the student's parents • **Support structures may include:** referral to special needs committee; guidance officer; AVT Behaviour Management, relevant community based agency as appropriate • **Outcomes of harassment may include:** detention, school community services • **Outcomes of serious and/or ongoing harassment may include:** Suspension or recommendation for exclusion
Illegal drugs **Cigarettes** **Alcohol** **Prescription drugs** **Illegal and/or dangerous substances** **(eg aerosol cans, petrol)**	Students found in the possession of drugs, alcohol, illegal or dangerous substances are to be referred to the Administration School will follow Code of Conduct and Child Protection protocol as appropriate Administration will contact student's parents as appropriate In cases of possession of illegal drugs, Administration will contact Juvenile Aid Bureau **Support structures may include:** referral to special needs committee; guidance officer; AVT Behaviour Management, Juvenile Aid Bureau, Dept of Child Safety, relevant community based agency as appropriate **Outcomes of :** • possession or smoking cigarettes on the school grounds or when wearing school uniform • possession or consumption of alcohol on school grounds or when wearing school uniform • possession, using, selling or sharing drugs or dangerous substances may include: Suspension or recommendation fro exclusion.
Theft of school property, and/or the property of students or staff. This includes **fraud**	Depending upon the nature of the theft and the developmental age of the student - • **Support structures may include**: referral to special needs committee; guidance officer; AVT Behaviour Management • **Outcomes of theft may include**: restitution, detention, notification of parents, school community services • **Outcomes of major theft may include**: Suspension or recommendation for exclusion

MacGregor State School: School Map