



The Code of School Behaviour

Better Behaviour
Better Learning



Mt Archer State School

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

1. Purpose

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

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

The Mount Archer State School Strategic Plan 2012-2014 identifies the importance of school and community partnerships within the improvement agenda by specifically maintaining the high level positive regard held by the school community and continued implementation of School Wide Positive Behaviour Support. Behaviour Management as one of five key priorities in the 2012 Annual Implementation Plan.

2. Consultation and data review

This plan was developed in collaboration with the Mount Archer School community. A School Wide Positive Behaviour Support (SWPBS) Committee was established in 2010 with representatives from staff, administration and the parent body. During 2010 staff surveys were conducted, school rules were established and clear branding for the school rules was developed. In 2011 the expectations for applying the three rules in all areas and situations at school was developed with extensive consultation with staff and parents. The classification of minor and major incidents and the definition of behaviour categories in OneSchool were also reviewed. The SWPBS committee led the positive promotion of the rules with the introduction of "Erimus" recognition stickers. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents is undertaken each term at committee meetings and informs decision making and future behaviour strategies.

During 2012 the school has implemented proactive case management processes for students identified as requiring "Intensive Behaviour Support". This has involved clear processes with specialist personnel, administrators, teachers, parents and outside agencies. Greater emphasis has been given to the completion of Functional Assessment Inventory Tool (FAIT) and proactive strategies to teach and support appropriate behaviours for the students identified.

This plan reflects the developments of School Wide Positive Behaviour Support over the last 3 years. The Plan was endorsed by the Principal, the President of the P&C and Executive Director (Schools).

3. Learning and behaviour statement

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

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Mount Archer State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

The School Community at Mt Archer State School believes that

- All members of the school community need to abide by the Mount Archer State School Responsible Behaviour Code.
- All members of the school community should feel safe and valued.
- Social and academic learning outcomes are maximised for all, through quality practices in the areas of curriculum, interpersonal relationships and school organisation.
- Non-violent and non-discriminatory language and practices are modelled and reinforced by all members of the school community.
- Suspension and exclusion procedures are considered only when all other approaches have been exhausted or rejected or when the nature of the offence is sufficiently serious to warrant extreme consequences.

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

- Be safe
- Be responsible
- Be respectful.



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

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

Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Mount Archer 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 three school rules. The School-wide Expectations Teaching Matrix following outlines our agreed rules and specific behavioural expectations in all school settings.



School Rules with Behaviour Expectations



Settings	Be Safe	Be Responsible	Be Respectful
In All Areas At All Times	<ul style="list-style-type: none"> - Use equipment appropriately - Keep hands, feet and objects to yourself - Wear appropriate footwear - Be "Sun Smart" - Stay in designated areas - Move around in an appropriate manner 	<ul style="list-style-type: none"> - Show self-control - Report any problems - Gain permission to be in or leave any setting - Be on time - Follow instructions straight away - Accept ownership for your actions - Be in the right place at the right time 	<ul style="list-style-type: none"> - Speak in a friendly, polite manner - Allow for others' personal space - Care for all property - Treat others the way you want to be treated - Wait your turn - Accept the right of others to be different - Move in a quiet orderly Manner - Wear the school uniform correctly
Before and After School	<ul style="list-style-type: none"> - Follow the bus driver's instructions (Bus Code of Conduct) - Follow the road rules - Walk bikes, scooters, etc in the school grounds - Sit quietly in the Undercover Games Area when waiting for the 8.20am bell or to be collected after school - Report to the office if not collected - Use playgrounds only when supervised by a teacher 	<ul style="list-style-type: none"> - Follow the duty person's directions promptly - Leave school grounds promptly - Hand mobile phones into the office on arrival at school 	<ul style="list-style-type: none"> - Speak in a friendly, polite manner - Respect others' personal space and property
Classrooms (Including Computer Lab, Library etc)	<ul style="list-style-type: none"> - Walk - Sit quietly and use chairs appropriately - Enter and exit the room in an orderly manner - Keep your body calm 	<ul style="list-style-type: none"> - Be prepared and ready - Complete set tasks to the best of your ability - Take an active role in classroom activities - Keep your work space tidy - Be honest 	<ul style="list-style-type: none"> - Allow others to learn - Raise your hand to speak - Take turns to talk - Be a good listener - Move in a quiet orderly manner
School Office	<ul style="list-style-type: none"> - Ask permission to go to and from the office 	<ul style="list-style-type: none"> - Speak clearly - Be prompt 	<ul style="list-style-type: none"> - Use a friendly and polite voice when speaking to others - Wait patiently for help
Eating Times	<ul style="list-style-type: none"> - Eat your own food - Wait patiently at the Tuckshop - Sit in your designated area - Sit while eating - Put lunch boxes away 	<ul style="list-style-type: none"> - Put rubbish in the bin - Choose healthy eating options 	<ul style="list-style-type: none"> - Use a friendly and polite voice when speaking to others - Listen carefully to the duty person - Allow friends to talk
Toilets	<ul style="list-style-type: none"> - Wash your hands - Use toilets appropriately - Walk - Wait quietly and patiently 	<ul style="list-style-type: none"> - Use the toilets during breaks - Use quiet voices - Conserve consumables 	<ul style="list-style-type: none"> - Give others privacy
Play Areas	<ul style="list-style-type: none"> - Sticks and stones remain on the ground - Walk on concrete - Use pathways - Wear shoes, socks and hat at all times - Stay in your designated play area 	<ul style="list-style-type: none"> - "No hat, No play" - Play fairly – take turns - Care for the environment 	<ul style="list-style-type: none"> - Use good sportsmanship - Return equipment promptly - Return to class promptly

Reinforcing expected school behaviour

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

- Behaviour lessons conducted by classroom teachers explicitly teaching appropriate behaviour
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.
- Positive feedback & praise
- Certificates of Recognition presented on Assembly
- Rewards – “Erimus” Stickers, Earning points, Student of the Day/Week, Marbles/Tickets for Prizes

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

- Articles in the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- Prominent signs for our school rules across our campus and branding using “Erimus”
- School Wide Positive Behaviour Support team members’ regular provision of information to staff and parents, and support to others in sharing successful practices
- Comprehensive induction programs in the Mount Archer 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
 - Procedures for Preventing and Responding to Incidents of Bullying

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

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

Targeted behaviour support

Each year a small number students at Mt Archer State School are identified through our data as needing a little extra in the way of targeted behavioural support. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students’ learning and social success at risk if not addressed in a timely manner.

Targeted support is typically delivered in small groups to the identified population. Certain unacceptable behaviours are targeted by staff and require special attention. These may include:

- Offensive and inappropriate language
- Threatening and unsafe behaviour
- Violence
- Bullying (Including Cyber Bullying)
- Harassment (Racial, Sexual, Verbal)
- Major or ongoing theft
- Off-Campus misbehaviour

All classrooms have negotiated class rules and teachers ensure that these are revisited at intervals throughout the year. Where required, adjustments are made to reflect necessary academic support, adult mentoring or social skills training.

If a child needs targeted behaviour support for severe behaviour or frequent low level inappropriate behaviour there are a number of strategies available for the classroom or playground context.

Classroom teachers may establish a “buddy teacher” arrangement where students are given **time out** or are required to **work in a different location** as a result of behaviour choices.

For extra support it is necessary for some students to receive positive contact and increased opportunities to receive positive reinforcement from adults on a daily basis. This could include **check in/check out procedures** to establish positive rapport and correct routines. **Behaviour Logs** are designed and implemented to target individual behavioural needs. These provide opportunities for students to reflect on appropriate and inappropriate behaviour choices. Behaviour logs are also an excellent mechanism for communication between the student, classroom teacher, administration staff and care givers.

A **Responsible Behaviour Room** operates during the Lunch break (2nd break). Students may be required to attend sessions supervised by a duty teacher at this time. Referrals to the Responsible Behaviour Room are made by Administrators and documented in the Responsible Behaviour Room folder. Communication with care givers about the student’s behaviour and attendance at the Responsible Behaviour Room is made in writing with an acknowledgement slip to be returned by the parent.

Our **school chaplain** is available to support students for a wide range of needs. The chaplain can provide one-off support in initial circumstances. Ongoing contact or support provided by the chaplain requires parental approval on the designated form. This is available from the administration office.

The **Guidance Officer** provides student support at various levels. For counselling, assessment and ongoing intervention, a referral completed by the classroom teacher, signed and discussed with the care giver needs to be completed. A guidance officer referral should also be discussed with administration and presented at a Special Needs Meeting.

Friendship and Social Skills programs are offered by the Guidance Officer, School Chaplain, Special Education and Classroom teachers. These programs may be delivered to individuals, small groups or whole classes.

Peer mediators are students from year 7, selected and trained by the Guidance Officer each year. Peer mediators are available in the playground during each break to mediate issues and disputes between students in play situations. Peer mediators are identified by their “Peer Mediator” badge.

Intensive behaviour support

Mt Archer 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. Members of Administration work closely with Behaviour Management Staff and Special Needs staff to develop processes for teachers to manage these students.

They:

- work with other staff members 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 to achieve continuity and consistency.

Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team

also includes individuals from other agencies (already working with the student and their family), a representative from the school's administration and district-based behavioural support staff.

Students, who persistently refuse to comply, may be suspended for 1-5 days or 6-20 days, have a behaviour improvement condition applied or being excluded from school. Intervention and alternative programs are used to assist the students to re-enter the school program.

5. Consequences for unacceptable behaviour

Mt Archer 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.

Whilst the focus is on proactive and preventive whole school approaches, certain types of behaviour breach the Mount Archer Campus Behaviour Code. In responding to inappropriate behaviour the particular situation and context, the individual circumstances and actions of the student and the needs and rights of school community members are considered.

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 breeches 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
- put others / self at risk of harm
- 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:** loss of privileges, restitution, formal warning, disable login, referral to Chaplain, community service, responsible behaviour room, post incident monitoring, behaviour monitoring logs, supervised lunch breaks, withdrawal to administration or SEP areas.

AND/OR

- **Level Two:** Parent contact, development of Individual Behaviour Plan and/or Risk Management Plan, referral to Guidance Officer, referral to Intensive Behaviour Support Team, referral to Adopt-a-Cop, in-school withdrawal, suspension from school.
- **Level Three:** Students who engage in serious problem behaviours that can include violent physical assault, or the use or supply of weapons (including knives) or drugs can be suspended, have a behaviour improvement condition applied or be recommended for exclusion from school following an immediate period of suspension.

Student Disciplinary Absences are used after consideration has been given to all other responses.

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

	Minor	Major
Being Safe	<ul style="list-style-type: none"> • Running on concrete, through gardens, on seats, or around buildings • Not walking bike in school grounds • Incorrect use of equipment • Not playing school approved games • Playing in toilets • Throwing water • Minor physical contact (eg: pushing and shoving) • Not wearing a hat in playground • Not wearing shoes outside • Dress Code infringements 	<ul style="list-style-type: none"> • Throwing objects • Possession of weapons, including knives • Serious physical aggression • Fighting • Possession or selling of drugs • Smoking • Spitting • Physical action endangering others or self • Physical assault, causing grievous bodily harm • Offences of a sexual nature/ sexual harassment
Being Responsible	<ul style="list-style-type: none"> • Not completing set tasks that are at an appropriate level • Refusing to work • Not being punctual (eg: lateness after breaks) • Not in the right place at the right time. • Low intensity failure to respond to adult request • Non compliance • Unco-operative behaviour • Minor dishonesty • Littering • Chewing Gum • 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"> • Leaving class without permission (out of sight) • Leaving school without permission • Major dishonesty • Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation • High frequency of minor incidents
Being Respectful	<ul style="list-style-type: none"> • Inappropriate language (written/verbal) • Calling out / deliberate disturbances • Failing to be quiet when a teacher is speaking • Poor attitude • Disrespectful tone • Petty theft • Lack of care for the environment • Not playing fairly • Minor disruption to class • Minor defiance • Minor bullying / teasing / name calling 	<ul style="list-style-type: none"> • Offensive language/ directed profanity • Aggressive language • Verbal abuse or threats • Stealing / major theft • Wilful property damage • Vandalism • Major bullying / harassment • Major disruption to class • Blatant disrespect • Major defiance • Racial harassment

This is not intended to be an exhaustive list. Consequences will depend on the severity and frequency of the incident. These strategies will range from to less intrusive to more intrusive.

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 Mount Archer 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.

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 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).

In the event of a critical incident, teachers will notify Administration for support. Wherever possible, adjacent teachers will assist with the management of classes while teachers deal with individuals.

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 Mount Archer 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

An incident requiring the use of physical intervention must be formally documented as a behaviour incident on OneSchool.

7. Network of student support

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

- | | |
|----------------------------------|-----------------------------------|
| • Peer Mediators | • Principal and Deputy Principals |
| • Parents | • Advisory Visiting Teachers |
| • Teachers & Teacher Aides | • Positive Learning Centre Staff |
| • Support Staff | • Senior Guidance Officer |
| • Head of Curriculum | • School Chaplain |
| • Head of Special Education | • School Based Police Officer |
| Services and Special Ed teachers | • School Based Youth Health Nurse |
| • Administration Staff | • Youth Support Coordinator |
| • Guidance Officer | • Behaviour Team Teachers |

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 – particularly the Adopt-a-Cops
- Milbi and Darambal Youth Services
- Red Cross Intervention Programs

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.

Mount Archer 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 as well as factors such as
 - Previous behaviour record
 - Severity of the incident
 - Amount of reliable evidence
 - Degree of provocation
 - Intent of the action
 - Honesty and perceived level of genuine remorse.
- 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,

We realise that inappropriate behaviour has to be seen in the light of each particular situation and context and that no written policy can hope to cover every possible situation which may arise with every child. This Responsible Behaviour Plan should then be seen in this light. It is meant for the guidance of the wise and not for unquestioning compliance.

However, there are some issues and incidents which are not acceptable under any circumstances and need to be dealt with firmly for the good of the whole school 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 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies

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

11. Some related resources

- [Bullying. No Way!](#)

- [Schoolwide Positive Behaviour Support](#)
- [Code of Conduct for School Students Travelling on Buses](#)

Endorsement

Principal

P&C President or
Chair, School Council

Regional Executive Director or
Executive Director (Schools)

Effective Date: January 2012

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 handed in to the administration office or given to a class teacher during the school day and collected before leaving at the end of the day.

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 Mount Archer 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.

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

Students involved in:

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

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

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

Text communication

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

Assumption of cheating

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

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

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

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

Special Circumstances Arrangement

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

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

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

Purpose

1. Mount Archer 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 Mount Archer 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 Mount Archer 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 Mount Archer 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 Mount Archer 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 schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:
 - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
 - All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
 - All students have been or are being taught the specific routines in the nonclassroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
 - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the nonclassroom areas of the school
 - A high level of quality active supervision is a permanent staff routine in the nonclassroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the nonclassroom areas.
9. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.
10. An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.
11. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.
12. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Mount Archer 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. Mount Archer 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.

WORKING TOGETHER TO KEEP MOUNT ARCHER STATE SCHOOL SAFE

We can work together to keep knives out of school. At Mount Archer 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 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.
- 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 or delegate 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 including suspension or exclusion.
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
- If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the principal and given to the police.

How can parents help to keep Mount Archer 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 our administration office on 07 4923 5222.

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.

