



The Code of School Behaviour

Better Behaviour
Better Learning

Mungallala State School

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

1. Purpose

Mungallala 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.

2. Consultation and data review

Mungallala State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held during February 2014. A review of school data sets from 2011-2013 also informed the development process.

The Plan was endorsed by the Principal and the President of the P&C/Chair of the School Council.

3. Learning and behaviour statement

All areas of Mungallala 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 school-wide framework for managing behaviour is Schoolwide Positive. 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 Mungallala 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.

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.
- Be a Learner

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 Mungallala 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 which is designed to prevent problem behaviour and to provide 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 Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

SCHOOLWIDE EXPECTATIONS TEACHING MATRIX							
	ALL AREAS	CLASSROOM	ONLINE	PLAYGROUND	STAIRWELL	TOILETS	BUS LINES/BIKE RACKS
BE RESPECTFUL	<ul style="list-style-type: none"> Use equipment appropriately Keep hands, feet and objects to yourself I will wear the correct uniform at all times. 	<ul style="list-style-type: none"> Walk Sit still Enter and exit room in an orderly manner 	<ul style="list-style-type: none"> Participate in use of approved online sites and educational games Be courteous and polite in all online communications 	<ul style="list-style-type: none"> Participate in school approved games Wear shoes and socks at all times Be sun safe; wear a broad brimmed hat 	<ul style="list-style-type: none"> Rails are for hands Walk one step at a time Carry items Keep passage ways clear at all times 	<ul style="list-style-type: none"> Respect privacy of others 	<ul style="list-style-type: none"> Use own bike/scooter only Wait inside the gate until the bus stops
BE RESPONSIBLE	<ul style="list-style-type: none"> Ask permission to leave the classroom Be on time Be in the right place at the right time Follow instructions straight away 	<ul style="list-style-type: none"> Be prepared Complete set tasks Take an active role in classroom activities Keep work space tidy Be honest 	<ul style="list-style-type: none"> Report any unacceptable behaviour to a teacher Post only appropriate content online 	<ul style="list-style-type: none"> Be a problem solver Return equipment to appropriate place at the sports bell 	<ul style="list-style-type: none"> Move peacefully in single file 	<ul style="list-style-type: none"> Use toilets during breaks 	<ul style="list-style-type: none"> Walk bike/scooter in school grounds Have your name marked on the bus roll Leave school promptly

MUNGALLALA STATE SCHOOL - RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS



BE SAFE	<ul style="list-style-type: none"> ▪ Respect others' personal space and property ▪ Care for equipment ▪ Clean up after yourself ▪ Use polite language ▪ Wait your turn 	<ul style="list-style-type: none"> ▪ Raise your hand to speak ▪ Respect others' right to learn ▪ Talk in turns ▪ Be a good listener 	<ul style="list-style-type: none"> ▪ Respect others' right to use online resources free from interference or bullying ▪ Keep any usernames or passwords private ▪ Follow all teacher instructions about keeping private information off online sites 	<ul style="list-style-type: none"> ▪ Play fairly – take turns, invite others to join in and follow rules ▪ Care for the environment 	<ul style="list-style-type: none"> ▪ Walk quietly and in an orderly way so that others are not disturbed 	<ul style="list-style-type: none"> ▪ Wash hands after using the toilet and before eating food ▪ Walk 	<ul style="list-style-type: none"> ▪ Wait your turn ▪ Keep your belongings nearby ▪ Have your bus pass ready
Be a Learner	<ul style="list-style-type: none"> ▪ Try your best – have a go ▪ Encourage others ▪ Make great behaviour choices ▪ Be honest – take responsibility for your actions. 	<ul style="list-style-type: none"> ▪ Attempt new work even if it may look difficult. ▪ Try and try again ▪ Set goals ▪ Have a positive attitude ▪ Show initiative ▪ Listen, Watch, Participate 	<ul style="list-style-type: none"> ▪ Ask of help 	<ul style="list-style-type: none"> ▪ Stand up for others! 			



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

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

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

- Positive reward systems such as certificates, 'Matho cash' and prizes.
- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Behaviour Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Mungallala State School's 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.

Specific policies have been developed to address:

- The Use of Personal Technology Devices at School (Appendix 1);
- Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2); and
- Appropriate Use of Social Media (Appendix 3).

Reinforcing expected school behaviour

At Mungallala State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Mungallala State School Positive Notice

Staff members hand 'Matho Cash' each day to students when they observe them following school rules in both classroom and non-classroom areas. This reinforcement occurs continually throughout the day. When they 'catch' a student following the rules they can choose to give them some 'Matho Cash'. When students have reached \$20, they receive a prize on Friday afternoon parades.

Behaviour expectations are clearly communicated to students and all other members of the school community through the display of and discussion about our co-constructed rules in the areas of Be Safe, Be Respectful, Be responsible and Be a Learner.

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

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.

Actions: these may include:

Regular home/school communication e.g. oral reporting, communication books and school newsletters.

Targeted behaviour support: Respond program

At Mungallala State School, we believe that Behaviour Management should be based on consistency. The following strategies are some that may be used when encouraging children to be responsible members of the school community that would include following the school's Code of Behaviour and School Rules.

Code of Conduct

1. I will take responsibility for my own behaviour, actions and belongings.
2. I will take care of other people's feelings and belongings.
3. I will be courteous towards others.
4. I will cooperate with all other people in the school community.
5. I will make sure my behaviour respects and considers others.
6. I will give all school activities my best effort and use common sense at all times.
7. I will show, in my behaviour, that I am proud of Mungallala State School.

Primary Prevention Support

- Reward System
- Positive reinforcement for positive behaviours

Role Modelling

- Inviting outside personnel into the school - Adopt-a-Cop, Community Leaders etc.
- Staff (both teaching and non-teaching).
- Mutual respect with the other children and teachers.
- Cooperative behaviour from the top down.
- Modelling responsible attitudes.
- Dealing fairly with children.
- Showing children we value their thoughts.
- Asking children their ideas and opinions and taking an interest in them.
- Demonstrate correct procedures such as using "High 5" (**See Appendix 10**).

Consistent – consistent reinforcement of positive behaviour and enforcement of rules and consequences.

Persistent – all rules apply to all students at all times.

Insistent – high expectations for every student, every day.

- Fostering Responsibility
- Class meetings.
- Trusting students.
- Allocation of duties.
- School areas for groups to maintain and beautify.
- Delegation of tasks:
- Classroom duty roster.
- School duty roster – sports room monitors, raising flag etc.

Secondary Prevention Support

Each year a small number of students at Mungallala State School are identified through observation and records kept in One School as needing extra support to maintain appropriate behaviour in our school setting. In most cases, the problem behaviours of these students may not be regarded as severe, but the frequency of the behaviours may indicate that a higher level of support and intervention is required.

Students participating in Secondary Prevention attend their normal classes, however, they have increased opportunities to receive positive reinforcement and regular rewards to encourage on-task, positive behaviour. Secondary prevention is co-ordinated through the school principal and the introduction of an individual behaviour contract developed in consultation with the student, parents/carers and any other key stakeholders. All staff are provided with continuous professional development consisting of skill development during staff meetings, targeted professional development programs and administrative support as required.

Students whose behaviour does not improve after participation in Secondary support, or whose previous behaviour indicates a need for specialised intervention, are provided with an Individual Behaviour Support Plan (IBSP) at the Tertiary level.

Intensive behaviour support

Tertiary Prevention (Intensive Behaviour Support): Behaviour Support Team Mungallala State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with specific behavioural difficulties need intensive support in order to succeed in a classroom environment.

The Tertiary Prevention Support Team:

- Works to ensure that students with high level behaviour support needs are given opportunities to succeed in the classroom environment;
- Develops, manages and reviews Individual Behaviour Support Plans (IBSPs) on a regular basis, continuously adjusting these plans to suit the need of the individual student;
- Maintains regular contact with all key stakeholders to ensure transparent, open communication is maintained at all times.

Following referral to a member of the Tertiary Prevention Support Team, a team member will:

- Assess the needs of the student and contact any other relevant team members.
- In consultation with the student, parents/carers and other key stakeholders, develop an IBSP for the student.
- Assist with the implementation of the IBSP.
- Maintain regular contact with the student, parents/carers and other key stakeholders.
- Regularly review and update the IBSP in relation to behaviour displayed by the student.

Students who require intensive behaviour support will be given support through the Tertiary Prevention Support Team which consists of School Principal, Guidance Specialists, School and parental collaborative assistance and outside agencies such as Department of Families and Child, Youth Mental Health, Police Liaison Officer and Positive Learning Centre.

5. Emergency responses or critical incidents

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe. An emergency situation or critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

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

Basic defusing strategies

Avoid escalating the problem behaviour

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

Maintain calmness, respect and detachment

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

Approach the student in a non-threatening manner

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

Follow through

If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour – time out, no play etc.

Debrief

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

Physical Intervention

Appropriate physical intervention may be used to ensure that Mungallala State School duty of care to protect students and staff from foreseeable risks of injury is met. All school staff are provided with annual professional development around de-escalation. Key staff are provided with further qualifications. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened or serious property damage is occurring 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. Training in positive handling for staff occurs regularly.

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 - physical intervention is a last resort
- The underlying purpose of the behaviour.

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

- Minor 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.

Refer to Mungallala State School Positive Handling Policy (Appendix)

Record keeping

Each instance involving the use of physical intervention must be formally documented.

The following records must be maintained:

- Physical Intervention Incident Report (**Appendix 5**)
- Health and Safety Incident Record <http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx>
- Debriefing Report (for student and staff) (**Appendix 6**)

5. Consequences for unacceptable behaviour

Mungallala 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. An office referral form (Appendix 3) is used to record all minor and major problem behaviour. 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 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; and
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

- a minor consequence that is 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 the student is displaying;
 2. asks the student to name expected school behaviour;
 3. states and explains expected school behaviour if necessary; and
 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; and
- require the involvement of school Administration.

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

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, warning regarding future consequence for repeated offence, referral to Respond Program;
- **Level Two:** Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school: and/or
- **Level Three:** Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

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

	Area	Minor	Major
Being Safe	Movement around school	<ul style="list-style-type: none"> • Running on concrete or around buildings • Running in stairwells • Not walking bike in school grounds 	
	Play	<ul style="list-style-type: none"> • Incorrect use of equipment • Not playing school approved games • Playing in toilets 	<ul style="list-style-type: none"> • Throwing objects • Possession of weapons
	Physical contact	<ul style="list-style-type: none"> • Minor physical contact (for example, pushing and shoving) 	<ul style="list-style-type: none"> • Serious physical aggression • Fighting
	Correct Attire	<ul style="list-style-type: none"> • Not wearing a hat in playground • Not wearing shoes outside 	
	Other	<ul style="list-style-type: none"> • Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school 	<ul style="list-style-type: none"> • Possession or selling of drugs • Weapons including knives and any other items which could be considered a weapon being taken to school • Serious, or continued, 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	<ul style="list-style-type: none"> • Not completing set tasks that are at an appropriate level • Refusing to work 	
	Being in the right place	<ul style="list-style-type: none"> • Not being punctual (eg: lateness after breaks) • Not in the right place at the right time 	<ul style="list-style-type: none"> • Leaving class without permission (out of sight) • Leaving school without permission
	Follow instructions	<ul style="list-style-type: none"> • Low intensity failure to respond to adult request • Non compliance • Unco-operative behaviour 	
	Accept outcomes for behaviour	<ul style="list-style-type: none"> • Minor dishonesty (lying about involvement in a low-level incident) 	<ul style="list-style-type: none"> • Major dishonesty that has a negative impact on others

	Rubbish	<ul style="list-style-type: none"> Littering 	
	Mobile Phone or personal technology devices	<ul style="list-style-type: none"> Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member) 	<ul style="list-style-type: none"> Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
Being Respectful	Language (including while online)	<ul style="list-style-type: none"> Inappropriate language (written/verbal) Calling out Poor attitude Disrespectful tone 	<ul style="list-style-type: none"> Offensive language Aggressive language Verbal abuse / directed profanity
	Property	<ul style="list-style-type: none"> Petty theft Lack of care for the environment 	<ul style="list-style-type: none"> Stealing / major theft Wilful property damage Vandalism
	Others	<ul style="list-style-type: none"> Not playing fairly Minor disruption to class Minor defiance Minor bullying / victimisation/ harassment Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school 	<ul style="list-style-type: none"> Major bullying / victimisation /harassment Major disruption to class Blatant disrespect Major defiance Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school

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 Mungallala 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 in how to respond appropriately 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.

Procedures for Documentation and Actions

- Staff make entries directly into One School Database (**see Appendix 7**) about behaviour issues. (Breaches must be deemed serious enough or of a continual similar nature to warrant reporting otherwise the person on duty deals with the situation without reporting it – minor offences.)
- A record of documented breaches will be maintained by the Principal and teachers on the One School Database.
- Teachers will monitor patterns of behaviour to decide if further action is needed, if the Principal needs to be informed or if behaviour modification has occurred.
- Principal will interview students and document findings on One School Database.
- Serious breaches must be brought to the Principal's immediate attention.
- Principal, in consultation, with teacher/s will request parent interview and document interview on One School Database

7. Principal may request Guidance Officer and Behaviour Management Support Teacher involvement.
8. An Individual Behaviour Support Plan will be implemented. This is produced in conjunction with teacher, Principal, student, parents/guardians and at times Guidance Officer and/or Behaviour Management Support Teacher.
9. Review of plan at a set date will take place and modifications made.
10. Progress will be monitored. Parents will be consulted and informed of progress and actions.
11. Any noticeable changes in a student's behaviour must be documented so that appropriate action can be taken.
12. On the basis of documentation of incidents or a specific incident suspension or exclusion may occur. Police action may also be required.
13. If the Principal feels the "good order" of the school is in jeopardy the Principal may:
 - Suspend the student for up to 10 days without an appeal.
 - Suspend the student for 11 -20 days, subject to an appeal.
 - Recommend exclusion to the Regional Director for approval.

Definitions:

Time out	A principal or a teacher 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 directly supervised and given an opportunity to re-join class in intervals of no more than 10 minutes.
Detention	A principal or a teacher may use detention as a consequence for a breach of school expectations and provides students with an opportunity to reflect on their behaviour.
Temporary Removal of Property	A principal or staff member of Mungallala State School has the power to temporarily remove property from a student, as per the procedure Temporary Removal of Student Property by School Staff. Removed items will be kept in the Administration Office. Students will sign the removal of property register when collecting removed items at 3pm on the day of removal. If the property is considered or illegal or highly dangerous it will not be returned to the student. If necessary, items may be passed onto the police.
Discipline Improvement Plan	Is a written agreement that sets out strategies and steps to improve a student's behaviour. It outlines the expectations for behaviour, the consequences for inappropriate behaviour and the support that will be provided by the school.
Community Service Intervention	With the consent of the student and their parent, the student performs unpaid work or activities outside of school hours, in their local community or school with a host organisation or under the supervision of a school staff member to address inappropriate student behaviour
School Disciplinary Absences (SDA)	
Suspension	A principal may suspend a student from school under the following grounds: <ul style="list-style-type: none"> • disobedience; • misbehaviour; • conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school; • conduct that adversely affects, or is likely to adversely affect, the good order and management of the school; • the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school
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: <ul style="list-style-type: none"> • persistent disobedience; • misbehaviour;

	<ul style="list-style-type: none"> • conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school; • conduct that adversely affects, or is likely to adversely affect, the good order and management of the school; • the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school • the student has been convicted of an offence and the Principal is reasonably satisfied it would not be in the best interests of other students or of staff for the student to be enrolled at the school
Cancellation of Enrolment	The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school.

7. Network of student support

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

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers

Students identified as needing extra support may be referred to appropriate support staff through the Principal. Support could include individual behaviour plans, monitoring programs, alternate play areas and supervised play.

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 and Disability Services
- Police
- Local Council
- Neighbourhood Centre.

8. Consideration of individual circumstances

Responses to inappropriate behaviour must consider the particular situation and context, the individual circumstances and actions of the student and the needs and rights of school community members.

To ensure that educational outcomes for students are maximised, Mungallala State School aims to ensure that Individual Behaviour Support Plans reflect the diverse needs of students and are created through a collaborative approach between Administration, Teachers, Parents and Student.

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.

Mungallala 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 nonviolent 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:
 - 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.

At Mungallala State School we acknowledge that parents and / or caregivers are provided the same considerations in regards to recognising and taking into account age, gender, disability, cultural background, socioeconomic situation and emotional state and receiving adjustments appropriate to learning and/or impairment needs as required.

Consequences for breaking the rules or breaching the code of conduct may vary according to a number of factors. These may include:

Age and gender of the student;

- Disability;
- Cultural background;
- Socioeconomic situation;
- Emotional state;
- Previous behaviour record;
- Severity of the incident;
- Amount of reliable evidence;
- Degree of provocation;
- Intent of the action;
- Honesty and perceived level of remorse.

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

- The Code of School Behaviour
- Statement of expectations for a disciplined school environment policy
- Accidents, Incidents and Incident Investigations
- Code of Conduct: Queensland Public Service
- Department of Education and Training: Standard of Practice
- Health, Safety and Wellbeing Policy Statement

- Managing Risks in School Curriculum Activities
- Working with Children Check – Blue Cards
- 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
- Temporary Removal of Student Property by School Staff

Endorsement

Principal

P&C President or
Chair, School Council

Appendix 1

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, iPad, laptop computers, PDAs, Smart Phones, 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 Mungallala 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 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 this 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.

Appendix 2

School policy for preventing and responding to incidents of bullying (including cyberbullying)

Purpose

Mungallala 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.

There is no place for bullying in Mungallala State School. Those who are 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.

Bullying behaviours that will not be tolerated at Mungallala 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.

Bullying may be related to:

- race, religion or culture;
- disability;
- appearance or health conditions;
- sexual orientation;
- sexist or sexual language;
- children acting as carers; or
- children in care.

At Mungallala 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

Many bullying behaviours are peer-maintained through the actions of bystanders. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

The anti-bullying procedures at Mungallala State School are an addition to our 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

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 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.

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.

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.

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.

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 Mungallala 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'.

Mungallala State School records inappropriate behaviour and uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying

process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

Appendix 3

Appropriate use of social media

Mungallala State School embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others.

Mungallala State School is committed to promoting the responsible and positive use of social media sites and apps.

No student of Mungallala State School will face disciplinary action for simply having an account on Facebook or other social media site.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at **Appendix 2**, it is unacceptable for students to bully, harass or victimise another person whether within Mungallala State School grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Mungallala State School whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Mungallala State School engaging in appropriate online behaviour.

Role of social media

The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.

Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.

The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

Appropriate use of social media

Students of Mungallala State School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.
- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.
- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.
- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Mungallala State School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Mungallala State School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

Laws and consequences of inappropriate online behaviour and cyberbullying

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995* (Cth) and the *Criminal Code Act 1899* (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is “using a carriage service to menace, harass or cause offence to another person”.

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking.
- Computer hacking and misuse.
- Possession of child exploitation material.
- Involving a child in making child exploitation material.
- Making child exploitation material.
- Distribution of child exploitation material.
- Criminal Defamation.

There are significant penalties for these offences.

Mungallala State School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Mungallala State School expects its students to engage in positive online behaviours.

MUNGALLALA STATE SCHOOL - RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS



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

Appendix 4

Mungallala State School
Behaviour Referral Form

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	Other



Appendix 5

Behaviour Incident Report

Name of student/s involved in incident:

Person Completing Form:

Date:

Problem behaviour (name):		
Date of incident	Time incident started	Time incident ended
Where was the student when the incident occurred?		
Who was working with the student when the incident occurred?		
Where was staff when the incident occurred?		
Who was next to the student when the incident occurred?		
Who else was in the immediate area when the incident occurred?		
What was the general atmosphere like at the time of the incident?		
What was the student doing at the time of the incident?		
What occurred immediately before the incident? Describe the activity, task, event.		
Describe what the student did during the incident.		
Describe the level of severity of the incident. (e.g. damage, injury to self/others)		
Describe who or what the incident was directed at.		
What action was taken to de-escalate or re-direct the problem?		

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

Appendix 6

Debriefing Report

Formal debriefing

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; and/or
- address organisational problems and make appropriate changes.

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

Debriefing should provide information on:

- who was involved;
- what happened;
- where it happened;
- why it happened; and
- 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?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

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).

Appendix 7

Temporary Removal of Student Property by School Staff

Overview

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

Process

Confiscation of property

Property may be temporarily removed from a student if the staff member is reasonably satisfied the removal is necessary to:

- preserve the caring, safe, supportive and productive learning environment of the school;
- maintain and foster mutual respect among staff and students at the school;
- encourage all students to take responsibility for their own behaviour and the consequences of their actions;
- provide for the effective administration of matters about the students of the school; or
- ensure compliance with the school's Responsible Behaviour Plan for Students or any other directive, guideline or policy.

Return of confiscated of property

- Ensure property held by the school is made available for collection within a reasonable time period by the student or, if the student is a child, the principal or staff member may choose to make the property available for collection to the parent only if it is more appropriate to do so, given:
 - its condition, nature or value;
 - to ensure the safety of the student or staff; or
 - for the good order and management, administration and control of the school.
- Ensure property made available for collection is in the same condition as when the property was removed.

Circumstances where confiscated property need not be made available for collection

- If the property is illegal to possess, threatens the safety or wellbeing of students or staff or is reasonably suspected to have been used to commit a crime:
 - notify police about the removal of the property;
 - if police state that they will come to the school to investigate matters relating to the property, the property need not be made available for collection until they do so; or
 - if the police seize the property under the Police Powers and Responsibilities Act 2000 (Qld) the property need not be made available by the school for collection.
- If police decide not to seize the property, it must be made available for collection as soon as practicable thereafter.
- Where staff have made reasonable efforts to notify the student or the student's parents that the property is available for collection but has not been able to make contact need not make the property available for collection.
- Where staff reasonably suspect that the student is not the lawful owner of the property, staff need not make the property available for collection. In this case, staff must make reasonable efforts to ascertain the ownership of the property.

Mungallala State School - Responsible Behaviour Plan for Students

Deciding a reasonable time to make property available for collection

- Consider, in deciding a reasonable time for making property available for collection:
 - the condition, nature or value of the property;
 - the circumstances in which the property was removed;
 - the safety of the students from whom the property was removed, other students or staff members; and
 - good management, administration and control of the school.

Student Responsibilities

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

Parent Responsibilities

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

Appendix 8

Mungallala State School Positive Handling Policy

Rationale

Mungallala State School's Positive Handling Plan provides a consistent agreed approach to the flexible and effective support for children who exhibit challenging or crisis behaviour within our school setting. The aim of positive handling is to provide security, safety and acceptance, allowing for recovery and repair prior to, during and after times of crisis behaviour.

Positive Handling is an approach involving prevention, diversion, diffusion and de-escalation of challenging behaviours and in a minority of incidences physical restraint or removal.

Our Positive Handling Policy is guided by:

- Education (General Provisions) Act 1989
- Section 21 of the Education (General Provisions) Regulation 2000
- 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
- Disability Discrimination Act 1992
- National Safe Schools Framework 2003
- Safe, supportive and disciplined school environment procedure

Guiding Principles

Mungallala's Positive Handling Policy is based on the following principles.

- All staff and students have a right to be safe.
- Staff and students have a right to work and learn without impediment.
- That removal of students may be considered necessary where they are severely impeding staff and students' right to work and learn.
- That all means are employed to reduce risk of harm as a result of crisis behaviour.
- That physical restraint or removal of students is usually considered an "end strategy" after other non-physical means have been attempted.
- That physical restraint or removal of students may at times be a "first strategy" where the safety of students or staff is at risk.
- That any physical restraint or removal is used for the least possible time with the least possible force.
- That the safety and dignity of the student being physically restrained or removed is a paramount consideration.
- That all incidences of physical restraint or removal are recorded on using the Physical Intervention Report (Appendix 5) and on One School
- That all incidences of physical restraint or removal are followed by supervised recovery times and debriefing.
- That individual positive handling plans are devised for students who have exhibited challenging or crisis behaviours. With the aim of reducing risk of repetition and providing optimal personalised reaction should incidences reoccur.
- That staff awareness of Individual positive Behaviour plans is critical in providing an understanding of behaviour patterns.

- That the special needs of some students are a paramount consideration in any decision to physically restrain or remove.

When staff are involved in stressful crisis behaviour situations they should CHECK IN before CHECKING OUT to debrief with an understanding listener.

Stages of Crisis:

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Trigger	Escalation	Crisis	Recovery	Depression	Observation
Need for diversion, Support and reassurance.	Need for diversion, cool down, reassurance, clear limits, boundaries and choices	Possible need for restraint or removal	Need for coordinated letting go, support, reassurance but be wary of touch.	Need for structured therapeutic debrief and forward planning.	To circumvent repeat incidents

Level 1

Anxiety - some experience triggers feelings. This is when an adult may notice changes. The child may become pale or go flushed. They might be sweating with dilated pupils. They may be restless and fidgeting. The adult may be aware of a change in eye contact or rate of breathing. The child may be pacing and argumentative. The response from the adult is to reassure, try to reduce the anxiety and avoid becoming the target. They need to anticipate and intervene with a support strategy at an early stage to take the pressure out of the situation.

Level 2

Belligerence - feelings drive escalating behaviour. At level 2 the child may be shouting abuse, or be defensive making personal and offensive remarks. There may be clenched fists and low level destruction of property. Basic rules are broken and the child refuses to comply with routines, challenging others to a confrontation. Alternatively the person may withdraw and refuse to speak or dismiss attempts to interact. Some children hide their face in their hands or bend over. They may hide under tables. The response from an adult is to remind them about rights, rules and responsibilities. Offer clear, limited choices and set boundaries to provide an orderly structure and a focus to calm the storm.

Level 3

In a crisis a child can become a risk to themselves and others. The response from an adult is to continue attempts to communicate, divert and deescalate. In positive handling a physical intervention should be considered to be part of the de-escalation process, rather than an alternative, to provide safety and certainty.

That any physical restraint should be reasonable, proportionate and absolutely necessary.

Positive Handling Flow Chart

Student Behaviour	Positive Handling
Physical signs of anxiety, stress, anger not affecting others in the class.	Diversion of students

Escalation of student behaviour others are being detrimentally affected	<ul style="list-style-type: none"> • De-escalation strategies. • Voluntary Cool down area
Student behaviour is severely impeding others ability to work and learn Or is risking the safety of others	<ul style="list-style-type: none"> • Removal of Student • Physical restraint may be necessary • Removal to safe restraint area may be necessary.
Student is calming after behaviour has passed crisis	<ul style="list-style-type: none"> • Continued monitoring • Reassurance • Continued and decreasing restraint may be necessary
Student has recovered and is communicable	<ul style="list-style-type: none"> • Active listening and debriefing once the student is ready
Student has returned to class	<ul style="list-style-type: none"> • De briefing of staff Recording of incident
Days following challenging or crisis behaviour	<ul style="list-style-type: none"> • Possible development of Individual Behaviour Plan

Interventions range from the least intrusive to the most restrictive. The least intrusive intervention is often a verbal or visual prompt. Even in fight situations it is always recommended that the first response is a clear instruction to stop.

De-escalation Strategies

- Changing Activity to distract
- Changing setting to distract
- Verbal reassurance
- Knowing student's interests – engaging in distracting conversation
- Know student's triggers and avoid where possible.
- Voluntary time out
- Using open body posture and hand position when engaging.
- Use a non-threatening side on stance.
- Retaining personal space when engaging.
- Changing to a new face to discuss a situation.
- Offering choices to resolve conflict.
- Remove the audience
- Do something unusual
- Remind about choices and consequences
- Find something to praise
- Remind of previous successes
- Express honest feelings in a calm constructive manner.
- Avoid "You" statements, blame or threat
- Use help scripts-
 - "I am here to help"
 - "Talk and I will listen"
 - "Come and let's sort this out"
 - "John, I can see there is something wrong"

Debriefing Strategies

1. I ESCAPE
2. Insulate - find a quiet private place which is safe and comfortable - perhaps take a walk
3. Explore - what happened from the student's point of view - no judgment – no blame
4. Share - what you saw and what you felt - explain why you took the actions you did - apologies are OK
5. Connect - experiences to feelings and behaviour- discuss how feelings drive behaviour for all of us

6. Alternatives - work together to develop a list of alternative ways of dealing with difficult situations
7. Plan - try to develop limited choices so that the student can make the final decision.
Review the support and intervention plan to record what has been decided
8. Enter - back into normal routines and activities - allow settling time
9. Thinking about my behaviour
 - What did I do?
 - What is my side of the story?
 - What can I do to fix things?
 - How did I feel?
 - What will I do if I feel like that again?

Appendix 5 Physical Intervention Incident Report

Students Name:	
Date:	
Report Compiler:	
Role:	
Staff involved:	

REASON FOR THE RESTRAINT – (Please tick appropriate reason(s))

- To avert an immediate danger of personal injury to the pupil
- To avert an immediate danger of injury to another pupil or adult
- To avoid serious damage
- To prevent conduct that is prejudicial to the good order of the group

Location of initial problem:	
Staff involved in initial problem:	
Location of restraint:	
Duration of restraint:	
Student removed to:	
De-escalation techniques used prior to restraint:	
Details of any injuries:	
Staff / pupils / both	Yes No
Medical Treatment	
Details:	
Accident form:	Yes No

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Notifying Procedures

Incident reported by:	
Incident reported to:	
Staff Name:	
Position:	
Time & Date:	
Parent / carer informed:	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Phone <input type="checkbox"/> Email <input type="checkbox"/> Letter
Parent name:	
Time & Date notified:	
Signature of report compiler:	
Time & Date	
Signature of other staff involved:	
Time & Date:	
Post incident discussion - PUPIL	
Location:	
Time & Date:	
Present / Witness:	
Pupil response / comments:	
Behaviour management plan implemented:	<input type="checkbox"/> Yes <input type="checkbox"/> No
Individual positive handling plan implemented:	<input type="checkbox"/> Yes <input type="checkbox"/> No
Incident entered into OneSchool:	<input type="checkbox"/> Yes <input type="checkbox"/> No

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.

Upload a One School incident report (Single and Multiple students)

Appendix 9

Using the 'High 5' Strategy

At Mungallala State School, we strongly encourage all students to act responsibly, respectfully, safely and bravely. We encourage students to take ownership of their own and others' behaviour through modelled and consistent use of Mungallala's 'Do the High 5!'

This whole school language promotes self-management and focuses on individual conflict resolution between students.

Do the High 5!

1. Ignore
2. Walk away
3. Talk friendly - 'Could you please stop...'
4. Talk firmly
 - 'Stop it! I don't like it!'
 - 'I don't like it when you...'
 - 'It makes me feel...'
 - Wait for a response
 - 'Don't do it again!' – Use a firm voice to convey emotion
5. Tell a Teacher

When this process is unable to resolve the issue by the students involved, the students must seek out the nearest teacher for assistance.

Appendix 10 Consequences for Inappropriate behaviour.

	Level 1	Level 2 (minor)	Level 3 (major)
Be Respectful	<ul style="list-style-type: none"> • Being loud/noisy • Damaging equipment, gardens, furniture • Not using manners • Littering • Raising your voice • Not sharing/turn taking • Pushing into line • Interrupting others 	Persistent Level 1 behaviour moves to Level 2	<ul style="list-style-type: none"> • Minor vandalism • Rudeness / back chatting • Name calling / swearing • Rude / inappropriate actions • Disobedience / non-compliance • Teasing or passing on comments • Excluding others • Entering the personal space of others • Minor physical violence (kicking, hitting, rough play)
Be Responsible	<ul style="list-style-type: none"> • No homework • Being late • Disobeying school rules • Wasting learning time • Seeking attention • Incomplete work • Possession of jewellery, toys, phone etc 		<ul style="list-style-type: none"> • Disrupting learning • Disrupting teaching
Be Safe	<ul style="list-style-type: none"> • Running on concrete/in classroom • Rocking on chair • Touching others • No hat • No shoes • Being out of supervised areas • Sharing food • Playing in toilets 		<ul style="list-style-type: none"> • Not telling the truth • Incorrect use of the internet / social media or phone • Unsafe use of equipment • Dangerous actions
Possible Consequences	<ul style="list-style-type: none"> • Rule reminder – verbal or written • Apology – verbal or written • No play • Redo / fix the problem (untidy work, talking quietly, walking on concrete) • Lunchtime practice (school and class routines, finishing school work) • Removal of inappropriate possessions (jewellery, toys, phone) 		<ul style="list-style-type: none"> • Possible contact with parents / carers • Possible contact with Principal • Possible One School entry made • Withdrawal to time out area • Missing out on play / privileges / excursions
		Persistent Level 2 behaviour moves to Level 3	<ul style="list-style-type: none"> • Major vandalism • Bullying • Non-physical intimidation or harassment (staring, following, warning gestures) • Repeated disobedience / non-compliance • Swearing or yelling at others • Serious physical violence (fighting, punching, biting, spitting etc)
			<ul style="list-style-type: none"> • Highly dangerous / damaging actions • Threats of violence against teachers or students
			<ul style="list-style-type: none"> • Inappropriate use of internet / social media or phone including cyber bullying
			<ul style="list-style-type: none"> • Withdrawal to time out area or office. • One School entry made • Parents and carers contacted by Principal • Student completes reflection sheet • Possible suspension / exclusion and re-entry plan • Possible Individual Behaviour Plan