RESPONSIBLE BEHAVIOUR

PLAN FOR STUDENTS

July 2016 (Revised Jan 2017)

VISION
At Mackay Central State School, we work together to make a difference, ensuring that every child is achieving their full potential.

TOGETHER, WE MAKE THE DIFFERENCE when STRIVING TO EXCEL
Mackay Central State School

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

1. Purpose
Mackay Central State School, Mackay’s oldest school, is located in the inner city of Mackay with most of the approximately 180 children living in close proximity to the central business district. The school implements the National Curriculum from Prep to Year 6 in a caring environment with dedicated and professional staff.

Mackay Central 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
Mackay Central State School developed this plan in collaboration with our school community. Consultation with parents, staff and students was undertaken through meetings held during June 2016. A review of school data sets from 2015-2016 also informed the development process.

The Plan was endorsed by the Principal and the President of the P&C.

3. Learning and behaviour statement
All areas of Mackay Central 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 Behaviour Support.

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 Mackay Central 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 Values
At Mackay Central State School, we value…

- the uniqueness of each individual
- the cultural diversity of our students
- every students’ right to learn
- the safety of the entire school community
- respect between students, teachers and the community
- a positive and supportive environment where every student feels worthwhile and valued
- highest individual academic achievement
- high rates of attendance
- model behaviour
Our Beliefs
At Mackay Central State School, we believe…
- every student can make a difference to the world
- in improving every child, enabling them to reach their full potential
- in a culture of high expectations:
  - academic achievement
  - student behaviour and attendance
  - dress code and bookwork
- in expanding our students’ knowledge of the world through cultural experiences
- positive student-teacher relationships lead to positive outcomes

We believe children should…
- be free of social justice inequities
- have a sense of self-worth (a positive self-concept) and self-discipline
- be given the opportunity to work within a climate of trust, caring, sharing and respect, conducive to harmonious working relationships
- be given the freedom to make decisions they believe will assist with the social and emotional development of each child, within the school’s code of behaviour
- be supported in their endeavours by the school’s Responsible Behaviour Plan.

We believe community members/parents, as partners in learning, should…
- be supportive in their efforts to provide a home atmosphere conducive to learning
- be given the opportunity to establish positive and constructive communications with school
- be given the opportunity to share in the school decision making process through the P&C Association
- be following the “Every Day Counts” mantra.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:
- Be safe
- Be a learner
- Be respectful
- Be co-operative.

Appendix 13 is a behaviour star that reflects the basis of behaviour at Mackay Central State School.

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 Mackay Central 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 four school rules. The Schoolwide Responsible Behaviour Expectations Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

<table>
<thead>
<tr>
<th>OUR EXPECTATIONS</th>
<th>WHOLE SCHOOL</th>
<th>AT SCHOOL</th>
<th>EATING AREAS/PLAY AREAS</th>
<th>OFF SITE (Sport, Trips, etc)</th>
<th>AFTER SCHOOL</th>
<th>TOILETS</th>
<th>TRANSITION/ LINING UP</th>
<th>ONLINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be SAFE</td>
<td>Keep hands, feet and objects to yourself</td>
<td>Use equipment in a safe manner, including scissors</td>
<td>Wear a sunsmart uniform hat and shoes</td>
<td>Stay with the group</td>
<td>Stay off play equipment</td>
<td>Wash hands with soap and water</td>
<td>Wait safely in line</td>
<td>Keep any usernames or passwords private</td>
</tr>
<tr>
<td></td>
<td>Ask permission to leave any setting</td>
<td>Use furniture properly</td>
<td>Approved games only</td>
<td>Keep all parts of your body in the bus</td>
<td>Sit quietly and wait for parents or bus in allocated areas</td>
<td>Keep water in the sink</td>
<td>Stay on the left of the stairs</td>
<td>Follow teacher instructions about keeping private information off online sites</td>
</tr>
<tr>
<td></td>
<td>Walk on hard surfaces</td>
<td>Sit down to eat in allocated areas</td>
<td>Stay seated quietly in the bus</td>
<td>Stay in the sink</td>
<td>Use toilet facilities appropriately</td>
<td>Use toilet appropriately</td>
<td>Stop at the appropriate points</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A teacher must always be in a classroom before students enter</td>
<td>Use school equipment in a safe manner, including scissors</td>
<td>Use toilet facilities appropriately</td>
<td>Report any damages to your teacher</td>
<td>Report any damages to your teacher</td>
<td>Report any damages to your teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stay on the paths</td>
<td>Approved games only</td>
<td>Approved games only</td>
<td>Approved games only</td>
<td>Approved games only</td>
<td>Approved games only</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Leave school promptly</td>
<td>Approved games only</td>
<td>Approved games only</td>
<td>Approved games only</td>
<td>Approved games only</td>
<td>Approved games only</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Walk bikes, skateboards and scooters in the grounds</td>
<td>Approved games only</td>
<td>Approved games only</td>
<td>Approved games only</td>
<td>Approved games only</td>
<td>Approved games only</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be RESPECTFUL</td>
<td>Treat others the way you want to be treated</td>
<td>Treat property with care</td>
<td>Keep noise to a minimum</td>
<td>Accept teacher / referee decisions</td>
<td>Listen and follow instructions from staff</td>
<td>One person in a cubicle</td>
<td>Talk quietly</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use good manners</td>
<td>Hand up to speak</td>
<td>Line up sensibly and wait your turn at the tuckshop</td>
<td>Be a good sport</td>
<td>Listen to instructions</td>
<td>Toilet play is not on</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Knock to enter a room; use good manners</td>
<td>Share school equipment</td>
<td>Treat tuckshop workers with respect</td>
<td>Encourage all players and teams</td>
<td>Be courteous and polite</td>
<td>Wait outside for your friend</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wear school uniform correctly</td>
<td>Order tuckshop before school starts</td>
<td>Treat members of the public courteously, including parents and volunteers</td>
<td>Treat members of the public courteously, including parents and volunteers</td>
<td>Be courteous and polite in all online communications</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Respect self, others and belongings</td>
<td>Wait for a teacher to dismiss you to play</td>
<td>Accept teacher / referee decisions</td>
<td>Be a good sport</td>
<td>Be a good sport</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Friendly words, friendly voice</td>
<td>Keep noise to a minimum</td>
<td>Line up sensibly and wait your turn at the tuckshop</td>
<td>Encourage all players and teams</td>
<td>Encourage all players and teams</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Leave other people’s property alone</td>
<td>Line up quietly after breaks</td>
<td>Treat tuckshop workers with respect</td>
<td>Treat members of the public courteously, including parents and volunteers</td>
<td>Treat members of the public courteously, including parents and volunteers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clean up after yourself</td>
<td>Treat property with care</td>
<td>Order tuckshop before school starts</td>
<td>Treat members of the public courteously, including parents and volunteers</td>
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<td></td>
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</tr>
<tr>
<td></td>
<td>Line up quietly after breaks</td>
<td>Keep noise to a minimum</td>
<td>Wait for a teacher to dismiss you to play</td>
<td>Accept teacher / referee decisions</td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Template Version Control: 24 January 2014
### Be a LEARNER

- Set learning and behaviour goals
- Always do your best
- Be on time, be in the right place at the right time
- Be prepared for lessons with own equipment
- Use own equipment
- Use ICT correctly
- Be an active listener
- Be an active participant

- Own your own actions / behaviours
- Look after all equipment
- Eat only in eating areas
- Put rubbish in the correct bin
- Play only in play areas

- Be on time to catch the bus
- Return to class promptly
- Use the toilet at break times

- Use ICT correctly
- Be an active listener
- Be an active participant

- Be on time to catch the bus
- Return to class promptly
- Use the toilet at break times

- Be an active listener
- Be an active participant

- Look after all equipment
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- Be own your own actions / behaviours
- Look after all equipment
- Eat only in eating areas
- Put rubbish in the correct bin
- Play only in play areas

- Be on time to catch the bus
- Return to class promptly
- Use the toilet at break times

### Be CO-OPERATIVE

- Follow teacher directions straight away
- Stay on task
- Encourage & support others
- Tell the truth

- Leave only when dismissed
- Invite others (who want) to join in
- Help carry equipment
- Have bus pass ready

- Interact positively with others
- Help pack up equipment
- Have bus pass ready

- Help carry equipment
- Have bus pass ready

- Throw paper in the bin
- Wait your turn

- Respect others’ right to use online resources free from interference or bullying

- Report any unacceptable behaviour to a teacher
- Post only appropriate content online
- Use approved online sites and educational games

- Look after gear
- Permission slip and payment on time

- Leave valuables at home
- Mobile phones to the office on time
- Hand in found property – be honest

- Move quietly around the school

- Look after gear
- Permission slip and payment on time

- Use ICT correctly
- Be an active listener
- Be an active participant

- Be own your own actions / behaviours
- Look after all equipment
- Eat only in eating areas
- Put rubbish in the correct bin
- Play only in play areas

- Be on time to catch the bus
- Return to class promptly
- Use the toilet at break times

- Be an active listener
- Be an active participant

- Look after all equipment
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- Put rubbish in the correct bin
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- Be on time to catch the bus
- Return to class promptly
- Use the toilet at break times
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.

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

- Regular sections of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- Comprehensive induction programs in the Mackay Central 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);
- Appropriate Use of Social Media (Appendix 3);
- Behavioural Consequences (Appendix 4);
- Card System for Detention (Appendix 6);
- Knives at School (Appendix 9);
- Temporary Removal of Student Property by School Staff (Appendix 11);
- Model Student Behaviour Guidelines (Appendix 12)

**Reinforcing expected school behaviour**

At Mackay Central 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. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Measures used include:

- stickers, stamps and certificates by all staff to recognise and promote positive behaviour
- Student of the Week certificates on weekly parades
- Classroom reward systems
- Model Student Behaviour Awards each term
- Incentive days at the end of each term to reward good behaviour
- End of year school awards
- Splatter reading awards
- Mathletics certificates
- Individual and whole class attendance awards

**Responding to unacceptable behaviour**

1. 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 responsible behaviour 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, more co-operatively or more like a learner. 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.
2. Targeted behaviour support
Each year a small number of students at Mackay Central State School are identified through our data as needing a little bit 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.

A clear, well communicated system of consequences is used to encourage students who require targeted behaviour support to adjust their behaviour to adhere to expected responsible behaviour guidelines. These are detailed in Appendix 4, Behavioural Consequences.

3. Intensive behaviour support
Mackay Central 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.

Should a student be identified as needing intensive behavioural support, the Principal, classroom teacher and other support staff such as the Guidance Officer or external support workers will initiate a personal behaviour program to support the student and the teaching staff. Parents are included in this support program and play an important role in encouraging their child to follow the personalised behavioural program. The program may consist of:

- A daily report system which records a child’s progress (both positive and inappropriate behaviours, efforts and achievements). This is completed by the teacher and sighted by the child, parent and Principal and is a running record of a child’s performance. An example of this document is shown in Appendix 10.
- An alternate education plan outlining individual goals
- Individualised program of activities
- Alternate timetable
- Environmental changes
- Counselling with support staff such as Guidance Officer and School Chaplain.

All staff in the school are made aware of the personal behaviour program and work as a team to support the student to conduct themselves in an acceptable manner with the ultimate goal to return to following the responsible behaviour expectations of all students.

5. Consequences for unacceptable behaviour
Mackay Central 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.

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.
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.

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.

Appendix 4 shows the table of minor and major incidents and the process to follow to deal with the issues at Mackay Central State School.

Communication with parents about problem behaviour
At Mackay Central State School, we believe that parents should be aware of any problem behaviour that their child is exhibiting. We use a card system to communicate this behaviour to parents. If your child has exhibited minor or major behaviours that has resulted in them attending detention, a card will be sent home to advise that there has been an incident. Parents are to acknowledge the behaviour by signing the card and returning it to the school the following day. Full details of how the card system works are included in Appendix 6.

Detention is for a period of 20 minutes (but no longer). These detentions occur after eating time and during regular play time. The detention room is supervised by a classroom teacher at all times.

Ensuring consistent responses to problem behaviour
At Mackay Central 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.

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

1. 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.

2. 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.

3. 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.

4. 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. It may become necessary to remove other students if it is deemed necessary to ensure the safety of staff and other students.

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

Physical Intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member; or
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Mackay Central 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.

If all other avenues have been exhausted and the student continues to pose danger to self or others, a phone call to Police and parents may be deemed necessary.

It is important that all staff understand:

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

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

- property destruction;
- school disruption;
- refusal to comply;
- verbal threats; and
- leaving a classroom or the school, unless student safety is clearly threatened.
Any physical intervention made must:
- be reasonable in the particular circumstances;
- be in proportion to the circumstances of the incident;
- always be the minimum force needed to achieve the desired result; and
- take into account the age, stature, disability, understanding and gender of the student.

**Record keeping**

A debriefing report that should be used in cases of critical incidents is included as **Appendix 7**.

**7. Network of student support**
Students at **Mackay Central State School** are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour support by:
- Parents
- Teachers
- Support Staff
- Head of Department
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Positive Learning Centre Staff
- Senior Guidance Officer
- School Chaplain/Student welfare worker
- School Based Police Officer
- School Based Youth Health Nurse
- Youth Support Coordinator.

External support is also available through the following government and community agencies:
- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Neighbourhood Centre.

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

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

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

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

11. Some related resources
- Bullying, No Way!
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses

Endorsement

Principal

P&C President

Effective Date: 14 February 2017

Endorsement

Principal

P&C President

Effective Date: 14 February 2017
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, Tamagotchi®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.

Certain personal technology devices banned from school

Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

Confiscation

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. If students/parents need to contact each other during the school day, phone calls can be made through the office. However, if personal technology devices are brought to school, they must be turned off and signed in at the office on immediate arrival at school and signed out again 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 Mackay Central 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 Principal.
Appendix 2

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

Purpose
Mackay Central 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.

Bullying is repeated or serious verbal, physical, social or psychological misbehaviour that is harmful and involves misuse of power by an individual or group towards one or more persons.

There is no place for bullying in Mackay Central 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.

At Mackay Central 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 Mackay Central 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 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 High 5 Hand, Appendix 8, is the method used throughout Mackay Central State School to empower students to deal with potential minor issues themselves. The program is regularly discussed on parade as well as in targeted lessons within classrooms.

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 Mackay Central 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’.

Mackay Central 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

Mackay Central 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.

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

No student of Mackay Central 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 Mackay Central State School’s grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Mackay Central State School, whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Mackay Central 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 Mackay Central 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 Mackay Central 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.

Mackay Central 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.

Mackay Central 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, Mackay Central State School expects its students to engage in positive online behaviours.
Mackay Central State School

Behavioural Consequences

Given the range of ages, levels of maturity and background experiences of children present in the primary school and the behaviours exhibited, the responses to behaviour should focus on teaching children to make the correct choices. It needs to be stressed that the following examples of behaviour are not exhaustive. After each term is completed, every student starts the new term as a good behaviour student, excluding a suspension over a holiday break.

Staff are to use discretion and apply consequences appropriately

Please note:

If students receive 3 (three) minor detention cards of either colour student will not attend Incentive Day for that term.
If students receive 2 (two) major cards student will not attend Incentive Day for that term.
If students are suspended (including in school) student will not attend Incentive Day and School Activities as per Appendix 5 for that term.
If students receive any card, they will not receive a model behaviour certificate for that term.
If students are highlighted in the Behaviour Hiccup Folder, they will not receive a model behaviour certificate for that term.

A student who has been previously suspended will be able to compete and attend Sports Day (Term 2), however will be unable to represent our school any further. The student may be able to receive Age Champion, however the school will take into consideration the amount of absences – please refer to School Absence Policy.

<table>
<thead>
<tr>
<th>Appropriate Responsible Behaviour</th>
<th>Staff Initiated Consequences</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Displaying good manners, honesty and courtesy</td>
<td>• Student eligible for class awards</td>
<td>All staff encouraged to focus on positive behaviour and recognise it through regular instant verbal praise</td>
</tr>
<tr>
<td>• Co-operative behaviour in the classroom and the playground</td>
<td>• Student of the Week Awards</td>
<td></td>
</tr>
<tr>
<td>• Keep the school clean and free of litter</td>
<td>• Attendance at end of term Incentive Day</td>
<td></td>
</tr>
<tr>
<td>• School and community service eg. Reef guardians, CWA</td>
<td>• Awards night</td>
<td></td>
</tr>
<tr>
<td>• Consistently good or improved school work</td>
<td>• Participation in leadership opportunities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Opportunities to participate in both in school and out of school activities</td>
<td></td>
</tr>
</tbody>
</table>
### Minor Infringements

<table>
<thead>
<tr>
<th>Behaviour Directions</th>
<th>Action</th>
<th>Staff Initiated Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>No hat/shoes</td>
<td>No play</td>
<td>All students who have detention (excluding reading/homework) are to be recorded in Detention Book and a card issued.</td>
</tr>
<tr>
<td>Littering</td>
<td>Pick up papers</td>
<td>Parental contact via card system</td>
</tr>
<tr>
<td>Running on concrete</td>
<td>Verbal warning - repeated – detention</td>
<td>Detention</td>
</tr>
<tr>
<td>Back chat</td>
<td>Verbal warning - repeated – detention</td>
<td>Detention will continue until card is returned signed</td>
</tr>
<tr>
<td>Play fighting</td>
<td>Verbal warning - repeated – detention</td>
<td>3 minor cards of either colour – excluded from Incentive Day Activities</td>
</tr>
<tr>
<td>Disruption</td>
<td>Verbal warning - repeated – detention</td>
<td>If student is in detention more than 5 times per term for not completing homework and/or reading, they are ineligible for Incentive Day activities</td>
</tr>
<tr>
<td>Teasing</td>
<td>Verbal warning – repeated – detention</td>
<td>Any card excludes student from model behaviour certificate for that term.</td>
</tr>
<tr>
<td>Not playing fairly</td>
<td>Verbal warning – repeated – detention</td>
<td></td>
</tr>
<tr>
<td>Not being punctual</td>
<td>Verbal warning – repeated – detention</td>
<td></td>
</tr>
<tr>
<td>Failure to listen to staff directive</td>
<td>Verbal warning – repeated – detention</td>
<td></td>
</tr>
<tr>
<td>Inappropriate use of school equipment</td>
<td>Verbal warning – repeated – detention</td>
<td></td>
</tr>
<tr>
<td>Unsafe play</td>
<td>Verbal warning – repeated – detention</td>
<td></td>
</tr>
<tr>
<td>Playing in the wrong area</td>
<td>Verbal warning – repeated – detention</td>
<td></td>
</tr>
<tr>
<td>Minor swearing</td>
<td>Detention</td>
<td></td>
</tr>
<tr>
<td>Minor dishonesty</td>
<td>Detention</td>
<td></td>
</tr>
<tr>
<td>Inappropriate possession of technology</td>
<td>Detention</td>
<td></td>
</tr>
<tr>
<td>Repeated failure to complete tasks</td>
<td>Detention</td>
<td></td>
</tr>
</tbody>
</table>

### Major Infringements

<table>
<thead>
<tr>
<th>Behaviour Directions</th>
<th>Action</th>
<th>Staff Initiated Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inappropriate use of technology</td>
<td>Child goes to office area</td>
<td>Two red cards means exclusion from:</td>
</tr>
<tr>
<td>Physical conflict/fighting/spitting</td>
<td>Staff member discusses issue with Principal</td>
<td>- Incentive Day</td>
</tr>
<tr>
<td>Bullying/cyber bullying/harassment</td>
<td>Investigating staff member completes One School and refers to Principal and Classroom teacher</td>
<td>- School Activities</td>
</tr>
<tr>
<td>Offensive gestures</td>
<td>Principal to investigate fully and decide on consequences based on the severity of action</td>
<td></td>
</tr>
<tr>
<td>Verbal Misconduct</td>
<td>- Detention</td>
<td></td>
</tr>
<tr>
<td>Unsafe behaviour resulting in injury or near injury</td>
<td>- Suspension</td>
<td></td>
</tr>
<tr>
<td>Insolence</td>
<td>- In school suspension</td>
<td></td>
</tr>
<tr>
<td>Theft</td>
<td>- Exclusion</td>
<td></td>
</tr>
<tr>
<td>Truancy, leaving school without permission</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vandalism, graffiti, abuse of property</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discrimination</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Misbehaviour on bus</td>
<td></td>
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</tr>
<tr>
<td>Possession of/use of dangerous prohibited objects</td>
<td></td>
<td></td>
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<tr>
<td>Sexual harassment</td>
<td></td>
<td></td>
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<tr>
<td>Major dishonesty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blatant disrespect/Non-compliance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abuse of staff in any setting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bringing the school name into disrepute whilst in school uniform either in or out of school</td>
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</tr>
</tbody>
</table>
**SUSPENSION / EXCLUSION**

Students may be suspended for up to 20 days, or suspended with a recommendation to be excluded, for major incidences including but not limited to:

- Persistently disruptive behaviour
- Refusal to participate in the program of instruction
- Verbal or Non Verbal Misconduct
- Physical Misconduct
- Property Misconduct
- Substance Misconduct
- Absences
- Other conduct prejudicial to the good order and management of the school.
- If a student uses inappropriate and abusive language towards a staff member, in any setting, it will result in an immediate suspension.
- If a student uses aggressive behaviour towards a staff member or student, that student will be given a warning and should it continue, that student will be suspended.

**NOTE:** Student disciplinary absences are only to be used after students have repeatedly and continually used inappropriate behaviour that is in direct conflict with the school’s Responsible Behaviour Plan for students.

**Students who are suspended for 1 - 10 days:**

a) The Principal will inform parents/guardian by phone to discuss incident that has led to suspension or arrange a meeting to discuss suspension incident. A letter will be sent to address on file as formal notification.

b) The principal will inform the student’s teacher that a student in their class has been suspended and arrange a work folder. The folder will contain current classroom activity reference materials that will support their ongoing learning while on suspension.

c) Materials are to be sent home with the student on the day of suspension, or on the next day.

**Students who are suspended for 11 – 20 days:**

a) The Principal will inform parents/guardian by phone to discuss incident/s that has led to suspension or arrange a meeting to discuss suspension incidents as reported in One School. A letter will be sent to the address of file as formal notification.

b) The Principal will contact the Guidance Officer to inform him/her of the suspension and arrange a meeting with student, parents, classroom teacher and Guidance Officer to discuss incidents/behaviour and possible intervention strategies for “Individual Behaviour Plan” on re-entry.

c) The Principal will inform the student’s teacher that a student in their class has been suspended and arrange a work folder. The folder will contain current classroom activity reference materials that will support their ongoing learning while on suspension.

d) Materials are to be sent home with the student on the day of suspension, or on the next day.

**Students who are suspended for 20 days with a proposal to exclude:**

a) The Principal will inform parents/guardian by phone to discuss incident/s that has led to suspension with proposal to Exclude and or arrange a meeting to discuss incidents as reported in One School.
b) The Principal will contact the Guidance Officer to inform him/her of the suspension with Proposal to Exclude.

c) Principal to contact other organisations working with the student to inform them of the Suspension with the Proposal to Exclude.

d) The Principal will inform the student’s teacher that a student in their class has been suspended for 20 days with the Proposal to Exclude and arrange a work folder. The folder will contain current classroom activity reference materials that will support their ongoing learning while on suspension.

e) Principal to ensure designated case manager sets in place processes to support a successful re-engagement into another learning program. Principal to monitor process.

TRUANCY
Records of children with high absenteeism are kept by the school and parents are contacted regarding the school’s concern about lack of attendance. Where improvement is not forthcoming, relevant government authorities are notified. Schools are required by law to report truancy.

Parents will be contacted by the school via SMS before 11am every day the child is absent to advise of the absence and request the parent provide an explanation for the absence.
<table>
<thead>
<tr>
<th>Performance</th>
<th>School Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Eisteddfod – speech, choral, recorder band, instrumental</td>
<td>• Disco’s</td>
</tr>
<tr>
<td>• Recorder Band- performances</td>
<td>• ANZAC day march</td>
</tr>
<tr>
<td>• Bakers Creek Memorial</td>
<td>• Whitsunday Voices</td>
</tr>
<tr>
<td>• Christmas events</td>
<td>• Matsuura Day</td>
</tr>
<tr>
<td>• Recorder Band – parade</td>
<td>• CWA</td>
</tr>
<tr>
<td>• Prep – Senior Citizens</td>
<td>• Arts Council/School Performance</td>
</tr>
<tr>
<td></td>
<td>• Awards night</td>
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<tr>
<td></td>
<td>• Curriculum excursions</td>
</tr>
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<td></td>
<td>• Camp Eagle</td>
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<td></td>
<td>• School Camp</td>
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<td></td>
<td>• Incentive Day</td>
</tr>
<tr>
<td>Sporting</td>
<td>P &amp; C Events</td>
</tr>
<tr>
<td>• Southern Suburbs trials</td>
<td>• Christmas Carols</td>
</tr>
<tr>
<td>• Capricornia</td>
<td></td>
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<tr>
<td>• State</td>
<td></td>
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<tr>
<td>• Interschool sports</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 6

Card System for Detention
Green Card and Yellow Card

Green Card – is issued for minor incidents that occur outside of the classroom.
Yellow Card – is issued for minor incidents that occur within the classroom.

Cards are completed and sent home for parents to discuss the issue with their child. Parent/guardians are required to sign the card to acknowledge the incident has occurred.

The card must be returned to the Principal/designated teacher the following day. The child will remain in detention until the card is returned and/or the parent has made some contact with the school to acknowledge the issue has occurred.

<table>
<thead>
<tr>
<th>Incident</th>
<th>Date of issue:</th>
<th>Number of days:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repeated running on concrete</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Repeated back chat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Repeated play fighting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saying a swear word</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Repeated disruption</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Repeated teasing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inappropriate use of school equipment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unsafe play</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playing in the wrong area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Failure to complete class task</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minor dishonesty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Repeated not playing fairly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Repeated – not being punctual</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Failure to listen to staff directive-minor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inappropriate possession of technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bus duty incident</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I have discussed this issue with my child.

Parent/Guardian Signature:

Date returned:

Principal Signature:

Please note: Your child will remain in detention until this card is returned signed.
Red Card – Major

Red Card – is issued by the Principal for major incidents that occur.

Cards are completed and sent home for parents to discuss the issue with their child. Parent/guardians are required to sign the card to acknowledge the incident has occurred.

The card must be returned to the Principal the following day. The child will remain in detention until the card is returned and/or the parent has made some contact with the school to acknowledge the issue has occurred.

<table>
<thead>
<tr>
<th>Student name: ___________________________</th>
<th>Date of issue: ___________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location: ____________________________</td>
<td>Number of days: _________________________</td>
</tr>
<tr>
<td>Referring Staff Member: ___________________________</td>
<td>Interview requested: Yes/No</td>
</tr>
<tr>
<td>Incident</td>
<td>Interview requested: Yes/No</td>
</tr>
<tr>
<td>Inappropriate use of technology</td>
<td>I have discussed this issue with my child.</td>
</tr>
<tr>
<td>Physical conflict/fighting/spitting</td>
<td>Parent/Guardian Signature: ___________________________</td>
</tr>
<tr>
<td>Bullying/ cyber bullying/harassment</td>
<td>Date returned: ___________________________</td>
</tr>
<tr>
<td>Offensive gestures</td>
<td>Principal Signature: ___________________________</td>
</tr>
<tr>
<td>Verbal misconduct</td>
<td>Please note: Your child will remain in detention until this card is returned signed.</td>
</tr>
<tr>
<td>Wilful disturbance</td>
<td></td>
</tr>
<tr>
<td>Unsafe behaviour resulting in injury or near injury</td>
<td></td>
</tr>
<tr>
<td>Insolence</td>
<td></td>
</tr>
<tr>
<td>Theft</td>
<td></td>
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<tr>
<td>Truancy, leaving school without permission</td>
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<tr>
<td>Vandalism, graffiti, abuse of property</td>
<td></td>
</tr>
<tr>
<td>Discrimination</td>
<td></td>
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<tr>
<td>Misbehaviour on bus</td>
<td></td>
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<tr>
<td>Possession/use of dangerous prohibited objects</td>
<td></td>
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<tr>
<td>Sexual harassment</td>
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<tr>
<td>Major dishonesty</td>
<td></td>
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<tr>
<td>Blatant disrespect/Non-compliance</td>
<td></td>
</tr>
<tr>
<td>Abuse of staff in any setting</td>
<td></td>
</tr>
<tr>
<td>Bringing the school name into disrepute whilst in school uniform either in or out of school grounds</td>
<td></td>
</tr>
<tr>
<td>Other</td>
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</tr>
</tbody>
</table>
Appendix 7

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).
We remember to...

HIGH 5

1. Speak nicely
   - use nice words

2. Speak firmly
   - use strong words

3. Ignore
   - give your attention to something/someone else

4. Move away
   - find a new place to be

5. Report
   - seek assistance from an adult

POWERFUL PROBLEM SOLVING!
Appendix 9

Knives at School

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

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

If a student has a knife a school, they can expect serious consequences, such as fines and possibly exclusion. More serious actions can be taken against young people if someone is injured with a knife during an assault.

What kinds of knife are banned?

• No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel.
• Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.
• In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

The Principal can take tough action against a student who brings a knife to school.

• If a student has a knife at school, Principals can inform the police.
• Possessing a knife at school may result in serious disciplinary consequences including suspension and 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 Mackay Central 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 with a knife at school.
• If you want to talk about students and knives at school, please contact the Principal.
## Sample Individual Behaviour Record Sheet

**Behaviour Record Sheet for: .................................................................. Date / /**

<table>
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<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
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<td>9:00-9:30</td>
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<td>9:30-10:00</td>
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<td>10:00-10:30</td>
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<td>10:30-11:00</td>
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<td>12:40-1:10</td>
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<td>2:35-3:00</td>
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</table>

**General Comment**
Appendix 11

Temporary Removal of Student Property by School Staff

Overview

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

If the property is illegal to possess, likely to threaten the safety or wellbeing of students or staff, or is reasonably suspected to have been used to commit a crime, the principal should retain the property for handing to police.

A principal or staff member does not have the authority to open, examine or otherwise deal with the property without the consent of the student or a parent of the student. For example, a principal or staff member who removes a mobile phone from a student is not authorised to unlock the phone or to read, copy or delete messages stored on the phone.

Under normal circumstances a principal or staff member is not permitted to search student property (e.g. a student’s school bag) unless they have the student’s consent or the consent of their parents. There may, however, be emergency circumstances where it is necessary to search a student’s property without the student’s consent or the consent of the student’s parents (e.g. to access an EpiPen for an anaphylactic emergency). Emergency circumstances may include where the life or welfare of a student or students is at immediate risk.

A principal or staff member does not require the student’s consent to search school property such as lockers or desks being used by the student.

Responsibilities

Students:

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

Parents:

• ensure children do not bring property onto schools grounds that:
  o is illegal to possess
  o puts at risk the safety or wellbeing of other students or staff
  o does not preserve a caring, safe, supportive or productive learning environment
  o does not maintain and foster mutual respect
  o 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.
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
  - ensure compliance with the school's Responsible Behaviour Plan for Students or any other directive, guideline or policy.

Return of confiscated 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, and/or
  - to ensure the safety of the student or staff, and/or
  - for the good order and management, administration and control of the school.
- Where the child is an independent student it may not be appropriate to make the property available for collection by the student's parents and the property should be returned to the student.
- 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, and
  - 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.
Appendix 12

Model Student Behaviour Guidelines

Model Student Behaviour Awards are awarded on Incentive Day each term. Model behaviour students are those students who consistently exhibit excellent behaviour in all school environments.

To be eligible for a Model Student Behaviour Award, students must meet the following criteria.

- No negative behaviour records (Cards/records/hiccups)
- Resilience/Positivity – staying calm even when upset, bouncing back from situations, remaining positive in hard times
- Getting on well with other students and staff both inside and outside of the classroom
- Displaying good manners at all times
- Being actively involved in all classroom activities including group work
- Completing all homework to best of ability
- Being a problem solver – think about and suggest solutions to problems
- Participating in school-based activities e.g. Sports Day, Eisteddfod
- Being considerate of others
- Prompt completion of set tasks
- Being organised with everything needed for school in its correct place at the correct time and ready for use
Appendix 13

Behaviour Star

Mackay Central State School
Striving to Excel

Every Day Counts
Every Student, Every Session, Every Day

Star Students Stay Responsible for All of Their Actions

Behaviour Star

- Be Safe, Be Respectful, Be a Learner, Be Co-operative
- Our Uniform Promotes School Spirit and Equality
- Positive = Rewards
- Negative = Consequences
- Powerful Problem Solving
- School Rules
- School Uniform
- Behaviour Outcomes
- Attendance
- High Five

Every Day Counts

Star Students Stay Responsible for All of Their Actions