Engaging, Committed, Supportive

Responsible Behaviour Plan for Students
Based on the Code of School Behaviour

Opportunities to learn in a community focused on wellbeing of every child, every day
# Table of Contents

1. Purpose ....................................................................................................................................................... 3  
2. Consultation and Data Review .................................................................................................................. 3  
3. Learning and Behaviour Statement............................................................................................................ 3  
   Code of Behaviour ......................................................................................................................................... 5  
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour... 5  
5. Emergency Responses or Critical Incidents ............................................................................................... 10  
6. Consequences for unacceptable behaviour ............................................................................................... 10  
7. The network of student support ............................................................................................................... 13  
8. Consideration of individual circumstances ............................................................................................... 13  
9. Related legislation ....................................................................................................................................... 13  
10. Related policies ......................................................................................................................................... 13
Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.

Mundubbera State P-10 aims to provide, through the delivery of a meaningful curriculum and effective teaching, a structured, supportive and caring environment within which each individual student is given the opportunity to develop intellectually, physically and socially. Utilising the social and emotional program of “You can do it” we strive to work on the wellbeing of all students.

Our code of school behaviour is based around a number of shared expectations about the behaviour of members of the school community. It is expected that all members of the school community display:

- honesty
- respect for self and other people, both inside and outside the school community and for the property of the school and its members.
- self-discipline and accountability for actions
- diligence, work ethic and self-management

and work to ensure that the school is a safe and secure environment for students, staff and visitors.

The policy aims to set out a cohesive structure of procedures to promote individual responsibility.

1. **Consultation and Data Review**

The Welfare Team led a major rewrite of this Policy in 2008, and a review in 2012. This review looked at the behaviours that would serve students well as they developed and went on to new stages in their lives as well as fleshing out and clarifying processes. Data examined indicated a need to:

- clarify with all students the school’s expectations
- raise responsibility
- reduce impulsivity
- help students solve issues with better choices
- understand the implications associated with bullying.

2. **Learning and Behaviour Statement**

Mundubbera State P-10’s purpose is to be a respectful, disciplined and healthy community of thinkers striving for personal best.

We believe in the capacity of every member of the community to achieve their full potential. We expect the members of the school community to conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.

A. **Our Philosophy**

- Our policy is based on the belief that as students mature, they need to develop the understanding that everyone is responsible and accountable for their behaviour. This process is the responsibility of all members of the school community including students, teachers, staff and parents.
- Our role is to help all members of the school community to live more respectful, purposeful lives, to develop in students integrity and compassion, co-operation, self-respect, and respect for and tolerance of others.
- We measure misbehaviour by how it impacts on others within the school community and each incident is seen as an opportunity for learning and growth.
- Our school recognises the worth of all individuals.
B. Our shared beliefs and values about behaviour and learning are as follows:

Our responsible behaviour policy is grounded on our statement of purpose:

- **Respectful behaviour**
  - In our school, everybody is somebody. Relationships are based on respect for each other and for each other’s property.
  - All members of the school community and its visitors should expect to feel respected and valued at school. This allows all members to operate and achieve in the various roles they play at the school whether in learning, teaching or support.

- **Disciplined behaviour**
  - Individual rights can only be maintained through individual responsibility and acceptance of a common clearly understood code of behaviour. Those who reject our school expectations devalue and restrict their own rights and privileges.
  - We believe in promoting the highest standards of behaviour so that we as a school can take pride in the image we present to the community and in our achievements. Those who actively follow the school’s code of conduct should be recognised.
  - We aim to promote personal responsibility and respect. All members need to understand their personal accountability for their actions.

- **Healthy and Safe Behaviour**
  - We believe in the rights of all members of our school community to feel both physically and emotionally safe within the school.
  - Our strategies are designed to create a safe and caring environment that supports the learning, intellectual, emotional and physical needs of our students.
  - We create a climate of safety by helping students make healthy, safe choices and basing behaviour support on respect, restorative justice and reparation.
  - Assisting members of the school community to set personal boundaries helps build healthy relationships and protect time, energy and health.

- **Behaviour of a thinking community**
  - We recognise that the way we speak, and the words we use, have great power to discourage or to inspire.
  - We aim to develop practices that heighten a young person’s learning from behaviours that have impacted on others and damaged quality learning environments.
  - Thinking through consequences of actions and recognizing the life lessons in our daily challenges helps us to cultivate character in ourselves and others.
  - The rights of students, parents and teachers to discuss, clarify and inform the rules/policies of the school in the appropriate forum will be respected in a respectful school.

- **Behaviour demonstrating a striving for Personal Best**
  - Students will achieve personal best in their studies and behaviour with active engagement in the learning process, cooperation with school policies and procedures and by adopting an optimistic and positive outlook.
  - We believe in promoting the learning of students through creativity and innovation in our teaching practices. Teachers aim to minimise disruptive behaviour through the implementation of quality instructional practices and future-oriented education that seeks to engage and inspire students.
Code of Behaviour

Engaging, Committed, Supportive

Students at Mundubbera State P-10 are expected to:

1. Participate actively in the school’s education program.
   - Complete all tasks, including homework tasks, to the best of their ability
   - Attend all scheduled classes on time
   - Appropriately explain all absences

2. Take responsibility for their own behaviour and learning.
   - Complete and submit all assessment tasks on time
   - Arrive at school with all necessary books and equipment
   - Wear correct uniform and footwear
   - Ensure that certain items are not brought into the school grounds, to school events or to school excursions. These items include: chewing gum, liquid paper, cigarettes, knives, matches/lighters, alcohol or other illicit drugs, steel rulers, spray deodorants, permanent marker pens, or iPods / MP3’s.
   - Leave all medications at the office.
   - Leave mobile phones at the office.
   - Have all items labelled.
   - Leave money and valuables at the office for the day
   - Ask for help when needed
   - Deal with anxiety, anger and frustration in a constructive way

3. Demonstrate respect for themselves, other members of the school community and the school environment
   - Be truthful, trustworthy and courteous with others
   - Use appropriate polite language at all times
   - Ensure their own actions and interactions with others are safe
   - Do not litter, break or mistreat school property
   - Do not take food into buildings.
   - Observe out of bounds areas such as the bicycle racks, car park, other student’s bags / belongings and other designated areas.
   - Behave in a way to and from school that will bring credit on themselves and the school

4. Behave in a manner that respects the rights of others, including the right to learn allow fellow students to learn
   - Adopt a “Hands off” policy with other students and their property
   - Line up in a safe and orderly manner outside classrooms
   - Stay out of classrooms unless under teacher direction or supervision.
   - Follow classroom rules
   - Be considerate, tolerant and accepting of difference

5. Co-operate with staff and others in authority.
   - Allow teachers to teach
   - Follow the direction of teachers and other staff members.
   - Follow sign-in / sign-out procedures if arriving late or leaving early.
   - Follow school dress code without argument.

Our expectations are summarised by three ideas

- Show respect
- Be a learner
- Be safe
Our Responsible Behaviour Plan for Students aims to:
- provide clear rules and guidelines for students
- ensure all students, staff and caregivers know the rules and expected standards of behaviour
- encourage a positive, problem solving approach to behaviour
- encourage children to accept, practise and internalise acceptable standards of behaviour
- have a clear set of consequences to deal with problem behaviour
- involve parents and caregivers in ensuring acceptable standards of behaviour.
- positive behaviour is celebrated and recorded in OneSchool.
- negative behaviour is recorded in OneSchool.

SCHOOL BEHAVIOUR SUPPORT MODEL

**RESPONSIVE / RETRIEVAL**
- Monitoring behaviour and attendance
- Parent Contact
- Guidance Referral
- Conferencing
- Individual Support Plan
- Alternate Education Programs
- Suspension
- Exclusion

**SUPPORTIVE / PROBLEM-SOLVING**
- Parent contact by teacher – (consult)
- Revise/Review Class Plan/Responsibilities
- Examine Curriculum/Environment
- Using teachable moments to reinforce Character Virtues
- Involve Support Services
- Conflict Resolution
- Behaviour Agreements
- Revisit Social Skilling
- Counselling

**POSITIVE / PREVENTATIVE**
- Inclusive Practices
- Social Skilling Programs
- Emphasis on Self-Responsibility
- Sound Teaching using Micro-skills
- Positive School Community Relationships
- Explicit teaching and demonstration of the Character Virtues
- Explicit teaching of classroom procedures and expectations
- Collaborative Planning and Participation
- Effective Teaching and Learning Principles
- Recognition of Success (Curriculum/Behaviour)
- Comfortable, Well-Resourced Physical Environment
- Mega Cards and Positive Post Cards recognition
- Recording of all positive recognition

** Whole School Behaviour Support**
(80-90% of Students will respond to these strategies)

**Intensive Behaviour Support**
(2-5% of Students may require Intensive Support)

**Targeted behaviour Support**
(10-15% of Students may require targeted Support)
A. Whole-school behaviour support

Our whole school (preventative) approach shapes, supports and recognises appropriate behaviours in all students. We do this by:

- establishing, teaching displaying and referring to classroom responsibilities and procedures
- Using positivity
- acknowledging appropriate behaviour
- establishing appropriate work plans within a whole school framework
- clarifying expectations about learning and behaviour, with a unified approach by staff
- showing mutual respect and modelling appropriate behaviour
- maintaining a well-planned classroom (seating arrangements, access to equipment, attractive environments)

Whole School Positive Behaviour Support:
- facilitates the development of acceptable standards of behaviour to create a caring, productive and safe environment for learning and teaching.
- promotes an effective learning and teaching environment that allows positive aspirations, relationships and values to develop.
- fosters mutual respect.
- encourages all students to take increasing responsibility for their own behaviour and through a process of self-reflection, guided choices and eliciting the consequences of their actions.
- Staff enacting research based procedures reflecting Barbara Fredrickson High performing teams 6 positive to 1 negative.
- Utilising Can Do Behaviour support through mega cards and Gold Silver Bronze rewards program.

Approximately 80% to 90% of students will have little or no difficulties in responding to this level of support.

B. Targeted behaviour support

10 to 15% of students may need additional support and timely intervention (corrective) on some occasions.

Staff will provide this by using strategies ranging from least intrusive to most intrusive:

- Tactical ignoring / Selective attending
- Non-verbal signals
- Prompting, cuing
- Redirections, warnings
- Rule reminders
- Giving simple choices
- Relocation within classroom
- Relocation to Buddy Class – Library - Office
- Behaviour card
- Seek parental involvement
- Detention / Reflection / Time out (reminder of rules, community service,....)

The above strategies facilitate acceptable standards of behaviour and provide educational support or intervention in responding to unacceptable or potentially unacceptable behaviour.
C. Intensive behaviour support

For a variety of reasons, some 2 to 5% of students may not respond to these early efforts and may need more intensive support and/or flexible learning options to assist them to continue their learning.

Support structures include:
• seeing the whole situation fairly
• interviewing all involved (staff, student, parent)
• guidance counselling
• following up disruptions later when the initial “heat” has subsided
• providing encouragement where possible
• building a positive tone in classroom and school
• contracts (negotiated, supportive)
• applying a team approach to solving discipline problems
• peer support
• referral to specialist support (Behaviour Support Teacher, Guidance Officer, Child & Youth Mental Health Service)

This more intensive intervention responds to unacceptable behaviour and supports continued learning engagement.
## BEHAVIOUR SUPPORT OPTIONS

<table>
<thead>
<tr>
<th>SUPPORTIVE ACTION</th>
<th>This means...</th>
<th>Example Behaviour Indicators</th>
<th>Further Action</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reinforce Appropriate Behaviour</strong>&lt;br&gt;Class teacher&lt;br&gt;1. Teach behavioural expectations&lt;br&gt;2. Reinforce positive behaviours&lt;br&gt;3. Problem solve with students&lt;br&gt;4. Continue building relationships</td>
<td>Class Behaviour Support Plan Examples:&lt;br&gt;• Establish 3-5 clear classroom expectations expressed in positive terms; displayed and referred to often.&lt;br&gt;• Teach the hierarchy of social development – use checking for understanding and guided choices – raise responsibility and reduce impulsivity&lt;br&gt;• Ensure clarity and consistency of requests and expectations. Teach specific skills as required.&lt;br&gt;• Teach procedures&lt;br&gt;• Praise/acknowledge appropriate behaviour&lt;br&gt;• Provide positive reinforcements&lt;br&gt;• Model appropriate behaviour&lt;br&gt;• Follow through</td>
<td>▪ Students on task&lt;br&gt;▪ Students completing work&lt;br&gt;▪ Students speaking respectfully to teacher&lt;br&gt;▪ Student speaking respectfully to other students&lt;br&gt;▪ Students showing responsibility and self-discipline</td>
<td>Student is actively engaged in learning</td>
</tr>
<tr>
<td><strong>Least Intrusive Actions</strong>&lt;br&gt;More Intrusive Actions&lt;br&gt;Class teacher</td>
<td>Least intrusive actions include such things as:&lt;br&gt;&lt;strong&gt;Non-verbal Actions:&lt;/strong&gt;&lt;br&gt;• Selective Attending (discreet, undetected monitoring of student behaviour)&lt;br&gt;• Proximity (moving near to misbehaving student)&lt;br&gt;• Non-verbal Signal (a private signal between student and adult to cease behaviour)&lt;br&gt;&lt;strong&gt;Verbal Redirections:&lt;/strong&gt;&lt;br&gt;• Simple direction (‘Go to your line, thanks.’)&lt;br&gt;• Expectation reminder (‘Hats off inside’. ‘Speak pleasantly’)&lt;br&gt;• Redirection to Learning (‘Eyes on your work’, ‘What number are you up to?’)&lt;br&gt;&lt;strong&gt;More Intrusive actions:&lt;/strong&gt;&lt;br&gt;• Move student in class&lt;br&gt;• Time out in classroom&lt;br&gt;• Teacher may record behaviour in OneSchool&lt;br&gt;• Make-up time (OneSchool entry required)</td>
<td>▪ Slow to start work&lt;br&gt;▪ Not having required materials&lt;br&gt;▪ Out of seat&lt;br&gt;▪ Off task&lt;br&gt;▪ Talking/calling out&lt;br&gt;▪ Breaking class rules&lt;br&gt;▪ Swearing (in context)&lt;br&gt;▪ Throwing objects (no intent to cause harm to self, others or property)&lt;br&gt;▪ Ignoring warnings&lt;br&gt;▪ Graffiti / defacing property (minor)&lt;br&gt;▪ Excessive swearing&lt;br&gt;▪ Lateness&lt;br&gt;▪ Being out of class without valid reason</td>
<td>Issue resolved</td>
</tr>
<tr>
<td><strong>“Buddy System” Relocation to another classroom</strong>&lt;br&gt;Class teacher</td>
<td>Buddy System involves:&lt;br&gt;• Relocation to an alternative classroom/learning area - with work provided and/or expectations clarified.&lt;br&gt;• Restitution (eg Making up time lost, apology)&lt;br&gt;• Self-reflection essay or survey sheet&lt;br&gt;• Teacher Conference at earliest convenience to discuss Reflection Sheet and elicit strategies to bring behaviour to acceptable level&lt;br&gt;• Elicit consequences&lt;br&gt;• John or Con notified&lt;br&gt;• Teacher records behaviour in OneSchool</td>
<td>▪ Continued disruption to learning/teaching&lt;br&gt;▪ Refusal to follow reasonable instruction&lt;br&gt;▪ Swearing (deliberate and directed)&lt;br&gt;▪ Throwing objects (Intent to cause harm)&lt;br&gt;▪ Unsafe practices</td>
<td>Issue unresolved</td>
</tr>
</tbody>
</table>
### Strategies to assist students to meet behaviour goals

- Behaviour Matrix for student monitoring of competency
- Behaviour monitoring card
- Attendance monitoring card
- Community service card
- Parent Contact – interview request, weekly update
- Behaviour planning
- Playground contract
- Withdraw from extra-curricular activities/privileges.
- Length of time on card determined by John or Con or Peter
- Behaviour Recorded on OneSchool
- Alternative Program, withdrawal from privileges
- Support staff (eg. Guidance Officers) and the use of discussion and problem solving to make behaviour agreements and negotiate appropriate behaviour contracts
- Consultants are engaged to work with students, parents and school staff
- Parent Interview
- Formal Suspension
- Behaviour Recorded on OneSchool

### Behaviour which requires Emergency responses or can be described as Critical Incidents include:

- That which involve a weapon with the intention of using the weapon for harming other students, the student him/herself or adult members of the school community
- The use of a weapon to harm some other member of the school community
- Use of extreme violence which significantly injures another member of the school community
- Threat of violence from members outside the school community to a student or an adult member of staff.

Staff should move rapidly to ensure the safety of those involved, immediately notify the administration and send for support.

### Responses to unacceptable behaviour

School staff use increasing levels of decisive action to respond to place the responsibility for improving unacceptable behaviour onto the student:

- Teaching the hierarchy of social development and behaviour
- Tactical ignoring
- Simple direction in positive terms
- Checking for understanding
- Guided choices – contingencies, self-reflection
- restatement of classroom responsibilities
- student reflection in isolation within classroom / playground
- eliciting consequences

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1 This will occur when a student’s behaviour constitutes a danger to the physical and emotional health of any other member of the school community
- pre-arranged placement with a buddy teacher
- referral to administration
- contact with parents

The “chain-of-action” will depend on the disruption being addressed. Serious incidents or those of a repetitive nature are discussed regularly at staff meetings. Situations of gross misbehaviour are referred to Administration.

Whilst the focus is on proactive and preventive whole school approaches, certain types of behaviour are unacceptable and responses can include the most stringent step of exclusion. This consequence would only be used after consideration has been given to all other responses and the unique circumstances of the situation have been considered. For example, students involved in selling or supplying drugs, violent assaults or use of weapons could expect to be recommended for exclusion.

<table>
<thead>
<tr>
<th>Behaviour Examples</th>
<th>Possible strategies</th>
</tr>
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<tbody>
<tr>
<td><strong>At this level, all students are behaving at a whole school behaviour support level and require no disciplinary action.</strong></td>
<td>Continue use of strategies based on:</td>
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<tr>
<td></td>
<td>• use Positivity</td>
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<tr>
<td></td>
<td>• Reinforcing “Choice – Response” processes with students including impulse control</td>
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<td></td>
<td>• Reflection – reflective questions</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Student behaviours may include:</strong></th>
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</thead>
<tbody>
<tr>
<td>• off task</td>
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<tr>
<td>• bothering/bullying others including the teacher</td>
</tr>
<tr>
<td>• ignoring instruction</td>
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<tr>
<td>• being out of place</td>
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<tr>
<td>• lateness to class</td>
</tr>
<tr>
<td>• littering</td>
</tr>
<tr>
<td>• uniform/hair/makeup/jewellery transgressions</td>
</tr>
<tr>
<td>• eating/drinking in classrooms/foysers</td>
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</table>

<table>
<thead>
<tr>
<th><strong>It is important that the responsibility for correcting the behaviour is on the student</strong></th>
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</thead>
<tbody>
<tr>
<td>Teacher initiated actions should involve</td>
</tr>
<tr>
<td>➢ Teaching the hierarchy</td>
</tr>
<tr>
<td>➢ checking for understanding</td>
</tr>
<tr>
<td>• asking student to reflect on their behaviour level</td>
</tr>
<tr>
<td>• use of reflection essay or survey</td>
</tr>
<tr>
<td>• reminder of classroom responsibilities</td>
</tr>
<tr>
<td>• in-class separation or isolation</td>
</tr>
<tr>
<td>• removal from classroom for one-on-one resolution</td>
</tr>
<tr>
<td>• send student to buddy class</td>
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<tr>
<td>• discussion of issues at a class meeting</td>
</tr>
<tr>
<td>➢ using guided choices</td>
</tr>
<tr>
<td>• Contingencies “... when you have... then you can...”</td>
</tr>
<tr>
<td>• eliciting consequences to redirect the inappropriate behaviour</td>
</tr>
<tr>
<td>• assign student to accompany on PGD</td>
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<tr>
<td>• assign student a lunchtime catch-up</td>
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<tr>
<td>• Contact with parents.</td>
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</table>

If repeated applications of the above actions produce no improvement in the student’s behaviour, or serious occurrences of these behaviours occur, then the student should be referred to HOD/Principal/TL for action.
<table>
<thead>
<tr>
<th><strong>HOD, TL</strong></th>
<th><strong>Possible strategies</strong></th>
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</thead>
<tbody>
<tr>
<td>Inappropriate student behaviours to be dealt with at this level may include:</td>
<td>Further work to ensure the responsibility to change behaviours rests with the student:</td>
</tr>
<tr>
<td>▪ continued behaviour included in above list</td>
<td>➢ Checking for understanding of the level of behaviour</td>
</tr>
<tr>
<td>▪ repeated defiance</td>
<td>➢ Reinforcement of the concept of Choice-response theory – internal locus of control</td>
</tr>
<tr>
<td>▪ all forms of bullying</td>
<td>➢ Further assistance with impulse control</td>
</tr>
<tr>
<td></td>
<td>➢ Reflection</td>
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<tr>
<td></td>
<td>➢ Eliciting consequences – may involve:</td>
</tr>
<tr>
<td></td>
<td>▪ monitoring program</td>
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<tr>
<td></td>
<td>▪ alternative program</td>
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<tr>
<td></td>
<td>▪ supervised breaks</td>
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<td></td>
<td>▪ resolution meeting as required between coordinator, aggrieved party and student</td>
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<td></td>
<td>▪ peer mediation or restorative conference</td>
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<td></td>
<td>▪ referral for assessment and specialist support – Support Teacher - Learning Difficulties, Advisory Visiting Teacher, Guidance Officer,</td>
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<td></td>
<td>▪ Individual Behaviour Support Plan</td>
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<td>▪ recess or after school catch-up time</td>
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<td></td>
<td>▪ restitution</td>
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<td></td>
<td>▪ parent contact</td>
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<td></td>
<td>▪ interagency referral</td>
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<td></td>
<td>▪ referral for functional behaviour assessment</td>
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<td></td>
<td><strong>NB:</strong> Case manager (usually class teacher) to record all incidents and actions into OneSchool</td>
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<tr>
<th><strong>Principal</strong></th>
<th><strong>Possible strategies</strong></th>
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</thead>
<tbody>
<tr>
<td>Inappropriate student behaviours to be dealt with at this level may include:</td>
<td>Consequences elicited could include:</td>
</tr>
<tr>
<td>▪ continued behaviours from above list</td>
<td>▪ alternative program</td>
</tr>
<tr>
<td>▪ stealing</td>
<td>▪ supervised breaks</td>
</tr>
<tr>
<td>▪ truancy</td>
<td>▪ referral to outside agency</td>
</tr>
<tr>
<td>▪ unexplained absence</td>
<td>▪ suspension if other tactics have failed or if the misbehaviour is severe</td>
</tr>
<tr>
<td>▪ physical aggression</td>
<td>▪ restorative conference on return from suspension</td>
</tr>
<tr>
<td>▪ verbal abuse</td>
<td>▪ police notification</td>
</tr>
<tr>
<td>▪ inappropriate use of mobile phones</td>
<td>▪ negotiation of an individual behaviour plan with student, CT, Parents, other relevant party</td>
</tr>
<tr>
<td>▪ cyber bullying</td>
<td>▪ Parent/carer interview</td>
</tr>
<tr>
<td>▪ pornography</td>
<td>▪ suspension in line with Education Queensland Policy <em>SM -16 Student Disciplinary Absences</em></td>
</tr>
<tr>
<td>▪ intimidation of staff</td>
<td>▪ recommendation for exclusion in line with Education Queensland Policy <em>SM -16 Student Disciplinary Absences</em></td>
</tr>
<tr>
<td>▪ vandalism</td>
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6. The network of student support

A team approach to behaviour support includes the involvement of school administrators, staff, students, parents and members of the wider community and personnel from other agencies working together. Classroom and duty teachers are actively supported by administration, Behaviour Support Teacher, Guidance Officer, Student Counsellor, School Based Youth Health Nurse, Student Support Officer, local Police, and Child and Adolescent Mental Health Officers. The school and community are also well supported by local clergy. The Mundubbera Parents & Citizens Association actively supports school policies and procedures and offers a supportive function to school staff.

7. Consideration of individual circumstances

The school aims to ensure that educational outcomes for the diverse needs of students are maximised. We aim to raise the acceptance of all students of their own responsibilities and controlling their own impulses.

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. Use of Functional behaviour assessment will help personalise the response.

8. 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 Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

9. Related policies

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

Raise Responsibility System ........................................................................................................ 15
Responses to Unacceptable Behaviour ..................................................................................... 15
Bullying (including Cyber-bullying) Prevention Strategy .......................................................... 21
Self Diagnosis Referral ............................................................................................................. 26
Self Reflection Essay ................................................................................................................ 27
Target Student Behaviour Card .............................................................................................. 30
Classroom Behaviour Pathway ................................................................................................ 33
**Consequences for Unacceptable Behaviour**

<table>
<thead>
<tr>
<th>Procedures</th>
<th>Positive Support to Assist Students</th>
<th>Consequences for not following procedures</th>
</tr>
</thead>
</table>
| • Complete all tasks, including homework tasks, to the best of their ability | • Achievable tasks set and assistance given when requested.  
• Criteria sheets provided for major assessment items.  
• Literacy and numeracy support and intervention provided to identify students.  
• A student who is feeling ill will be allowed to go to sick bay. A teacher may send another student with them to escort them to front office where sick bay is located. | Restating expectations.  
• Clarify choice and contingencies  
• Catch up time arranged – during lunch break / after school  
• Further supervised breaks may be considered |
| **1. Participate actively in the school’s education program.**              | **Positive Support to Assist Students**                                                              | **Consequences for not following procedures**                                                                                                                                  |
| • Attend all scheduled classes on time                                    | • Timetable changes are announced on parade for High school students and in class for primary         | • Late to school without a note: the office records name and reason, after 3 occasions form teacher is notified to contact home.  
• Time is made up as appropriate, with the class teacher |
| • Appropriately explain all absences                                     | • Student absentee procedures and procedures for leaving the school grounds during school hours are explained at enrolment, assemblies and in form class.  
• Lesson times, gazetted holidays and student free days are listed in the Student Diary.  
• Significant changes to programs, dates and details are recorded in One Portal and School Newsletter. | • No note after 3 days – class/form teacher will contact parent/guardian.  
• Repeated unexplained absences will be referred to the HOD in secondary and Principal in Primary. Students with frequent unauthorised absence may be ineligible for subject reports  
• If student is suspected of forging note, parent/guardian will be contacted.  
• Unauthorised absences may result in detention or student may be required to make up work and time.  
• Unexplained students absences of 5 days or more in a row or otherwise showing a pattern will cause initiation of formal documentation being mailed home. Contact will be made with the parents, and if the situation does not change, then it will be referred to the police for investigation.  
• All lateness/absences (explained or unexplained) are recorded on Report Card.  
• If detentions are given but not completed, student will be referred to HOD. This will be recorded on OneSchool and parent/guardian contacted. |
### 2. Take responsibility for their own behaviour and learning:

<table>
<thead>
<tr>
<th>Procedures</th>
<th>Positive Support to Assist Students</th>
<th>Consequences for not following procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Complete and submit all assessment tasks on time</td>
<td>• Teacher will offer further assistance to complete set tasks.</td>
<td>• Students may be asked to make up lost time / work at lunchtime.</td>
</tr>
<tr>
<td>• Arrive at school with all necessary books and equipment.</td>
<td>• Teacher may loan equipment needed to student if s/he does not have necessary equipment for lesson.</td>
<td>• Student reminded of expectations.</td>
</tr>
<tr>
<td>• Wear correct uniform and footwear</td>
<td>• If a student has difficulty obtaining correct footwear, they can discuss this with form teacher or uniform co-ordinator or Administration.</td>
<td>• Students only allowed into practical areas if wearing correct footwear.</td>
</tr>
<tr>
<td>• Ensure that certain items are not brought into the school grounds, to school events or to school excursions. These items include: chewing gum, liquid paper, cigarettes, knives, matches/lighters, alcohol or other illicit drugs, steel rulers, spray deodorants, permanent marker pens.</td>
<td>• Expectations regarding these items and substances will be explained to students.</td>
<td>• Student reminded of expectations.</td>
</tr>
<tr>
<td>• Leave mobile/ smart phones or iPods / MP3’s at the office.</td>
<td>• Records will be kept and students will be contacted if they fail to appear for their medication.</td>
<td>• If mobile phones are lost, damaged or stolen, the school will attempt to recover the property but it will not accept responsibility.</td>
</tr>
<tr>
<td>• Have all items labelled.</td>
<td>• Markers available at the office for labelling purposes.</td>
<td>• Students reminded of expectations.</td>
</tr>
</tbody>
</table>
• Leave money and valuables at the office for the day

• Students are informed that valuables and money can be left at the front office

• If valuable items are damaged or stolen, the school will attempt to identify the culprit but it will not accept responsibility.

• If money is stolen, the school will attempt to identify the culprit but it will not accept responsibility.

• The thief will face restitution; may also face suspension, police involvement.

• Ask for help when needed

• Staff will provide assistance for all reasonable requests.

• Students are supported to recognise when assistance may be required and encouraged to seek it at an appropriate time

• Students are reminded of expectations.

• Students may be referred for intervention programs if performance is affected.

• Deal with anxiety, anger and frustration in a constructive way

• Specific teaching of skills is provided.

• Support from SEP / Youth Worker / GO / BST provided when a need is identified.

• Relocation to calm down in safety.

• Counselling / Reflection with Librarian / HOD / Principal.

• SEP intervention for Students with Disabilities.

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3. Demonstrate respect for themselves, other members of the school community and the school environment.

<table>
<thead>
<tr>
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<th>Consequences for not following procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Be truthful, trustworthy and courteous with others</td>
<td>• Staff model correct behaviour and expectations of student behaviour.</td>
<td>• Students may be subject to consequences dictated by RBP.</td>
</tr>
</tbody>
</table>
| • Use appropriate polite language at all times | • All teachers will remind students of what is appropriate and inappropriate language and behaviour and the context where language is usual. | • Student reminded of this expectation.  
• Repeated offence would lead to possible withdrawal from play and class catch-up.  
• Admin notified if persistent threats and verbal abuse at a teacher will lead to suspension. |
| • Protect school property and environment from damage, mistreatment and littering. | • Sufficient bins provided for student use.  
• Graffiti totally discouraged  
• Expectations reviewed in class and on parade. | • Restitution – student to pay for replacement in cases of deliberate or foreseeable actions leading to damage.  
• Community Service  
• Littering offenders – pick up litter in lunch hour. |
| • Food must be eaten in the designated areas. | • Students reminded about need for hygienic playground. | • Students to sit in set area with monitoring. |
• Observe out of bounds areas such as the bicycle racks, car park, other student's bags, sheds, belongings and other designated areas.
• Entering and exiting school using the correct pathways designated by the Principal.
• Behave in a way to and from school that will bring credit on themselves and the school

<table>
<thead>
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<th>Positive Support to Assist Students</th>
<th>Consequences for not following procedures</th>
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<tbody>
<tr>
<td>• Adopt a “Hands off” policy with other students and their property</td>
<td>• School expectations are discussed regular reminders given in class, on parade and during breaks. Reported incidents of bullying are investigated and followed up.</td>
<td>• First Offenders: Rule reminder, Time-out to calm down, Verbal Reflection Questions, Restitution (Apology, amends, community service) • Repeat Offenders: Clarification of Expectations, Time-out to calm down/reflect, Relocation. Referral to Librarian/HOD/Principal</td>
</tr>
<tr>
<td>• Line up in a safe and orderly manner outside classrooms</td>
<td>• Expectations discussed with students Staff model courtesy and respectful behaviour in their initial greeting of the group. Appropriate behaviour acknowledged</td>
<td>• Irregular Occurrence: Wait and Scan, Rule Reminder, Pause for Take up time Clarify expectations and rehearse if necessary • Regular Occurrence: Wait and Scan, Rule Reminder, Clarify expectations, rehearse if necessary and make up lost time in practice during break.</td>
</tr>
<tr>
<td>• Stay out of classrooms and off veranda unless under teacher direction or supervision.</td>
<td>• Students are regularly informed of the rule and expectations are followed through.</td>
<td>• First Offenders: Rule reminder, Relocation • Repeat Offenders: Rule reminder, Relocation, Time-out</td>
</tr>
</tbody>
</table>
| • Follow classroom rules | • Classroom expectations agreed upon by students and teacher and clearly visible at all times. Classroom rules are displayed or referenced in classrooms and referred to often. | • Minor infringements:
- Wait and scan, proximity, close-personal talk
- non-verbal signals,
- Verbal redirection / Rule Reminder / Restate Expectations, /
- Choice and consequence
- Follow-up
• Major Infringements:
- Verbal redirection, Close proximity, Close talk
- 3-strike system / Choice and Consequence / Relocation / Referral |
| • Be considerate, tolerant and accepting of difference | • Staff to model courteous and respectful behaviour when speaking with students and other staff. Expectations discussed with students | • First Offenders: Clarification of expectations, Pause for Take-up Time, Verbal Reflection • Repeat Offenders: Clarification of expectations, Time-out for private Reflection, Redirection Questions, may be Relocated for written Reflection |

4. Behave in a manner that respects the rights of others, including the right to learn.
### 5. Cooperate with staff and others in authority.

<table>
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<th>Positive Support to Assist Students</th>
<th>Responses to not following procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Allow teachers to teach</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Classroom expectations agreed upon by students and teacher and clearly visible at all times.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Classroom expectations displayed or referenced in classrooms.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Staff to model courteous and respectful behaviour when speaking with students and other staff.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Rule Reminder / Restating of expectations.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Choice and Consequences with take up time</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• If student fails to respect the rights of the student to learn and the teacher to teach, they may be buddied then given a catch-up to make up lost time/work. This will be recorded on OneSchool and class teacher may contact parent/guardian.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• If catch-up is not completed for the class teacher, or continual non-compliance student referred to HOD and if parent/guardian has not yet been contacted, HOD may do so.</td>
<td></td>
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<tr>
<td></td>
<td>• For serious on-going non-compliance, student will be referred to Administration and parents notified. Student may be referred to Guidance Officer, given detention, face possible suspension or face recommendation for exclusion.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• If instructions are not followed, a detention may be given. If detentions are not completed, student will be referred to the HOD. Incident to be recorded on OneSchool and parent/guardian contacted.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Students who persistently refuse to comply may lose a number of school privileges, including the right to participate in school excursions and sporting events. A student’s movements may also be restricted in the school grounds to a specified area determined by the Administration for recesses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• For serious on-going non-compliance, student will be referred to the SER Team and parents notified. Student may be referred to Guidance Officer, given catch-up, face possible suspension or face a recommendation for exclusion.</td>
<td></td>
</tr>
<tr>
<td>* Follow the direction of teachers and other staff members.</td>
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<tr>
<td></td>
<td>School rules and expectations are made clear at assemblies, year level parades and by teachers in classrooms.</td>
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<tr>
<td></td>
<td>Students are reminded that this is a foundation rule and should be followed without argument.</td>
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</tr>
<tr>
<td></td>
<td>• Rule reminder restating of expectations</td>
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<td></td>
</tr>
<tr>
<td>* Follow sign-in / sign-out procedures if arriving late or leaving early.</td>
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<tr>
<td></td>
<td>Students informed of procedure in prospectus and on parade.</td>
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<tr>
<td></td>
<td>Sign-in book accessible in Reception Area</td>
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<tr>
<td></td>
<td>• Rule reminder</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Clarification of Expectation</td>
<td></td>
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<tr>
<td></td>
<td>• Restitution (Amends – send to Office to complete sign-in procedures during break.)</td>
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<tr>
<td></td>
<td>• If student leaves grounds without permission, the parent/guardian will be contacted and student may have attendance monitored.</td>
<td></td>
</tr>
<tr>
<td>* Follow school dress code without argument.</td>
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<tr>
<td></td>
<td>Dress code is explained at enrolment, Parades and in form class and explanation can be found in the School Prospectus and School Diary.</td>
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<tr>
<td></td>
<td>If a student has difficulty obtaining correct uniform, they can discuss this with a member of the Administration.</td>
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<tr>
<td></td>
<td>All students are required to wear hats when outside. The office has a supply that can be lent to students.</td>
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<tr>
<td></td>
<td>• All secondary teachers will ask students in incorrect uniform for a uniform note and reinforce the Uniform Policy.</td>
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</tr>
<tr>
<td></td>
<td>• Students may be asked to change out of inappropriate clothing and accessories and into correct school uniform.</td>
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<tr>
<td></td>
<td>• Students will be instructed to remove make-up, tieback hair.</td>
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</tr>
<tr>
<td></td>
<td>• If parents are contactable, student may be sent home to change into correct uniform. If parents are not contactable, then a correct school uniform may be supplied by the office.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Students who are not in correct uniform and do not have a note will be recorded OneSchool</td>
<td></td>
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</tbody>
</table>
and a lunchtime catch-up may be given.

- Students may be withdrawn from classes if inappropriately dressed (e.g. Science, manual arts, sports) and alternate work set.
- Students persistently refusing to wear a hat may be asked to do community service – secondary students may receive a detention.
- No Hat, No Play – restricted access to outdoor areas.
Bullying (including Cyber-bullying) Prevention Strategy
We are committed to providing quality learning opportunities that enable all students to achieve within safe, supportive and disciplined learning environments where bullying is not acceptable. We encourage members of our school community to speak out about bullying if it occurs.

Aims of Strategy
- Provide a safe, secure learning environment for all.
- Create a supportive climate and break the code of secrecy.
- Raise awareness of the issues involved with bullying and cyber-bullying and provide information to students, staff and parents.
- Support and empower targeted students.
- Implement procedures to address bullying behaviour and so develop in those involved respect for others.

School Community beliefs about Bullying
Bullying is an imbalance of power. Bullying occurs when an individual, or group of people, perform actions that aim to dominate and cause hurt, fear or embarrassment in another person. It can take the following forms:
- Physical (touching, hitting and pushing)
- Verbal (Name calling and teasing)
- Emotional (peer pressure, rumours and excluding people)
- Discrimination (racism, sexism)
- Cyber (SMS, email and chat room)
- Psychological (stalking, mimicking and dirty looks)

Cyber-bullying
- Cyber-bullying is being cruel to others by sending or posting harmful material or engaging in other forms of social aggression using the Internet or other digital technologies.
- Cyber threats are either direct threats or distressing material that raises concerns that a young person may be considering committing an act of violence against others or self.

What Bullying is not
There are many inappropriate behaviours which, although distressing to those involved, are not classified as bullying. These instances often may require teacher intervention and management. The following situations are often confused with bullying:

- Mutual conflict: In mutual conflict situations, there is an argument or disagreement between students, but not an imbalance of power. Mutual conflict may evolve into a bullying situation at some point if it is not resolved; for example, when one person becomes targeted repeatedly for ‘retaliation’ in a one-sided way.

- Social rejection or dislike: Unless the social rejection is directed towards someone specific and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others, it is not bullying.

- Single-episode acts of nastiness or meanness, or random acts of aggression or intimidation: Single episodes of nastiness or physical aggression are not the same as bullying. If a student is verbally abused or pushed on one occasion, this does not
constitute being bullied. This does not, however, lessen the seriousness of the incident or the subsequent consequences.

Signs of Bullying
Teachers, parents or students who observe a radical change in an individual’s behaviour should discuss this with them and possibly refer the issue to the Classroom Teacher or HoD or principal; as such changes may be symptomatic of bullying.

Behaviours that might be observed are:
- An unwillingness or refusal to go to school;
- Feeling ill in the mornings;
- A decline in quality of school work;
- Becoming withdrawn and lacking confidence;
- Crying at night, having nightmares;
- Asking for money or starting to steal (to pay the bully);
- Refusing to talk about what’s wrong;
- Having unexplained bruises, cuts, scratches;
- Beginning to bully other children or siblings;
- Becoming aggressive and unreasonable.

Prevention Programs
The Welfare Team:
Mundubbera P-10 adopts a whole school approach to bullying issues. Identified instances of bullying are referred to the Welfare Team as part of an ongoing assessment, management and monitoring program. This group consists of a number of staff members, currently, the Principal, Head of Department-Secondary, Librarian, Head of Special Education Services, Behaviour Support Teacher and staff representatives from Lower Primary, Upper Primary and Secondary sectors.

Education and Prevention
Parents, teachers, and students are to be made aware of this policy. Regular professional development of staff on the topic of bullying will take place. Preventative programs are to be conducted through the School’s Pastoral Care Program and will be used to educate students on bullying issues and to aid in the prevention of bullying issues. The School will also incorporate Peer Mediation into the prevention strategies.

Responses to Bullying
1. You may try to deal with it yourself.
   - stay calm.
   - ignore it (use self-talk and remember often those who bully are disguising their own problems.) walk away.
   - identify a network of trusted adults or peers you can talk to seek support from your network - it is good to let someone know what is happening.
   - Do not respond on-line or by mobile phone in kind

   If this does not stop the bullying, persist!

2. You may choose to confront the person
   - speak to them one-to-one and ask why they are behaving like this.
   - take a support person e.g. a friend, an Student Council Rep, or an older student.
• tell them you don’t like what they are doing and you want it to stop.
• tell them they are breaking school rules and the school is prepared to enforce them.
• Raise the issue in a class meeting

If this does not stop the bullying, persist!

3. You may seek outside help - you will be supported
• from a student leader or trusted fellow student.
• go to a teacher, school counsellor, parent, another adult, or an outside agency like Kids Helpline.
• tell the adult everything.
• decide with the adult on a plan.
• your plan may include speaking with your teacher, Librarian, Head of Department, Guidance Officer or the Principal.

Keep on telling until the bullying stops!

Reporting and Monitoring Bullying
Active Roles against bullying within the School Community
To create a school environment where students feel safe and secure, we as a school community all have a role to play.

Students
• Always respect the rights of others including their right to be different.
• Report bullying behaviour to a teacher or senior leader.
• Make the decision not to be involved in bullying.
• Encourage students to form and maintain friendships with non-bullying students.
• Play a positive role when bystanders in a bullying event.
• Follow the acceptable usage policy for the ICTs ensuring all communication is respectful.
• Ensure adherence to the school’s ‘Acceptable Use Policy’ and do not use mobile phones or other electronic equipment (including those with Bluetooth functionality) in an inappropriate manner.
• Report any suspected inappropriate behaviour to the supervising teacher or Principal.

Staff
• Be positive role models at all times, because teachers can become bullies also.
• Monitor classes for signs of bullying. Be observant of any signs of distress or suspected incidents of bullying.
• Take steps in the classroom to remove the potential for bullying to take place.
• Document all incidences of bullying observed and action taken to address the problem.
• Report actual or suspected incidents to the appropriate staff member.
• Ensure ICT security processes are observed in class.
• Ensure they understand the ways ICTs can be used to bully others and ensure that they explicitly teach ethical use of ICTs.
• Regularly supply parents with assistance in keeping their children safe on-line by way of the Newsletter.
- Report any misuse of mobile phone in a bullying, threatening way when made aware

**Parents/Guardians**
- Contact the school if bullying takes place or is suspected and be willing to inform the school even if their child is not involved.
- Encourage the student to talk to a teacher about incidents that may take place.
- Watch for signs of distress in their son or daughter.
- Keep a written record of the incident.
- Do not encourage retaliation.
- Be willing to support the schools involvement in dealing with bullying.
- Monitor student use of ICTs, discussing how to stay safe on line.

**Intervention**
Regular surveying of students will take place, to identify significant bullying issues within the school that may ordinarily go unnoticed by staff members. Within this process, it is possible to identify those children who are victims of bullying and those who may be perpetrators and offer support and education to all concerned. The issue of bullying is discussed on a regular basis in all classes at an age-appropriate level. Mention is made throughout the year at Parades should cases of bullying arise. If a student feels they are being bullied, they are encouraged to talk to a trusted friend or adult within the school community to raise awareness of the situation.

**Disciplinary and/or Legal action in connection with cyber-bullying**
The principal may suspend or exclude a student who acts in a manner that threatens the safety or wellbeing of a student or member of staff, or another person associated with the school even if the event that occurs outside of school hours or off site.

Appropriate support and action will be taken against any student who photographs or films other individuals and distributes (e.g. via MMS, Bluetooth) or uploads these images to websites, or who sends harassing or threatening messages, as outlined in the school Responsible Behaviour Plan for Students.

MIS Administrator will immediately 'block' the website at the school level and seek departmental 'blocking' of the website in question through the MIS Filtering Service. Where sites have an existing 'block' in place, and access to the site is required for investigation purposes, request the MIS Administrator to 'unblock' the website through the MIS Filtering Service.
Any incident involving staff or student misconduct and those matters involving threats or incidents that are life threatening in nature (including threats made via website content), will be reported to Internal Audit, via email: isauditops@det.qld.gov.au or ph: 3237 0685.

Police officers also have the power to confiscate a mobile phone where any image held on the phone is possible evidence of a crime. The phone may be kept by QPS until the action comes before a court. Where DET staff reasonably suspect that a student has used a mobile phone to record a crime, the phone should be confiscated and handed to QPS without the staff member opening the video message to view it. Opening the video message may compromise evidence.
Related Legislation, Policies, and Resources

- Commonwealth Disability Discrimination Act 2009
- Commonwealth Disability Standards for Education 2009
- 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 Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009
- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
- SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools
- SMS-PR-022: Student Dress Code

National Safe Schools Framework
(ncab.nssfbestpractice.org.au/resources/resources.shtml)
- National Framework for Values Education in Australian Schools
  (www.valueseducation.edu.au)
- National Framework for Values Education in Australian Schools – Queensland
  (www.education.qld.gov.au/curriculum/values/)
- Bullying. No Way! (www.bullingnoway.com.au)
- MindMatters (www.curriculum.edu.au/mindmatters)
- School Wide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses
  Department of Education, Queensland
- Resilience and Drug Education Information.
  http://www.deewr.gov.au/Schooling/Programs/REDI
- Better Behaviour Better Learning Professional Development Suite
  suite.pdf
- Professional Standards for Teachers: Guidelines for Professional Practice
  (Education Queensland)
  chers/
Mundubbera State P-10

Self-Diagnosis Referral

Name ______________________________________ Date ______________

1. What happened?

2. What part did you play in this incident?

3. Explain this in depth.

4. When you act like this, how must the teacher treat you?

5. Is this how you want to be treated? Why? Why not?

6. How should you act?

7. List at least one solution to the problem you could have used if you had acted more responsibly.

Opportunities to learn in a community focused on wellbeing of every child, every day
Self-Reflection Essay

1. What did I do? \textit{(Acknowledgement)}

2. What \textit{can} I do to prevent it from happening again? \textit{(Choice)}

3. What \textit{will} I do? \textit{(Commitment)}

\textit{Opportunities to learn in a community focused on wellbeing of every child, every day}
Mundubbera State P-10
(Referral used after Phone Call to office or library)

Engaging, Committed, Supportive

**Behaviour Referral Sheet**

Student _____________________________________
Class ___________________
Teacher ____________________________________

**Reasons for this referral**

Outline of the reason for this referral:

- [ ] Anti-social behaviour
  - [ ] Excessive interruption
  - [ ] Vandalism
- [ ] Non-compliance – continued refusal to follow reasonable instruction
- [ ] Verbal aggression
  - [ ] Swearing at or other disrespect to teacher
- [ ] Unsafe practices
  - [ ] Bullying/harassment
  - [ ] Physical aggression
  - [ ] Violent behaviour
- [ ] No significant response to teacher behaviour support measures
- [ ] Avoidance behaviour
  - [ ] Significant non completion of work or assessment
  - [ ] Continual lateness and Absenteeism ("wagging" classes)

**Current Incident**

When did it happen? ______________________
Where did it happen? ______________________
What happened?

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

Opportunities to learn in a community focused on wellbeing of every child, every day

---

- Tactical Ignoring (ignoring mild distractions)
- Proximity (moving closer to student who is misbehaving)
- Privately Understood Signal (a private signal between student and adult to cease behaviour)
- Simple Direction (eg ‘Go to your bus line, thanks.’)
- Rule Reminder (reminding the student that their behaviour is in breach of our Responsible Behaviour Policy)
- Move student in class
- Time out in classroom
- Detention
- Removal from group/classroom with work for the lesson.
- Making up time lost
- Reflection sheet
- Detention at earliest convenience to discuss Reflection Sheet and strategies to improve behaviour
- Parent Contact
- Recorded behaviour in OneSchool
Mundubbera State P-10

Engaging, Committed, Supportive

Behaviour Referral Sheet - Student Reflection

Date __ / __ / ___

Why did your teacher send you?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Who was affected by your actions?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

How will you make things better with this person / these people?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

At this school all students are expected to do the following. Which of them do you need to improve on?

- Work in class and complete homework
- Act safely
- Keep their hands off other people and their property
- Treat school property properly
- Show respect when speaking
- Let others learn
- Do as they are asked.

How do you intend to do that?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

I will improve my behaviour in the above ways.

______________________________________________________________________________

Student signature

______________________________________________________________________________

Administrator

______________________________________________________________________________

Parent Signature

Opportunities to learn in a community focused on wellbeing of every child, every day
### Target Student Behaviour Card

Name: ___________________________  
Year: 7 / 8 / 9 / 10  
Date: _____ / _____ / ______  
Card No: 1 2 3 4 5

<table>
<thead>
<tr>
<th>Period</th>
<th>Target</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Morning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tea 2</td>
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<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lunch 4</td>
<td></td>
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</tbody>
</table>

*Return to the office at 2.35pm. You will be issued with a copy.*

### Monitoring Card

Name: ___________________________  
Year: 7 / 8 / 9 / 10  
Date: _____ / _____ / ______  
Card No: 1 2 3 4 5

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</table>

*Return to the office at 2.35pm. You will be issued with a copy.*
### YELLOW Behaviour Card – Primary

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<thead>
<tr>
<th>Session</th>
<th>Initials</th>
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<tbody>
<tr>
<td>1</td>
<td>☹☹☺☺</td>
</tr>
<tr>
<td>Morning Tea</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>☹☹☺☺</td>
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<tr>
<td>Lunch</td>
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<tr>
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</table>

Comments:

**TARGET BEHAVIOURS**

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### GREEN Monitoring Card – Primary

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<tr>
<th>Session</th>
<th>Initials</th>
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<tbody>
<tr>
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<tr>
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Comments:

**TARGET BEHAVIOURS**
### RED Behaviour Card – Primary

<table>
<thead>
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<th>Name:</th>
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<tbody>
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Comments:

**TARGET BEHAVIOURS**

### ORANGE COMMUNITY SERVICE

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Comments:
MUNDUBBERA STATE P-10 RESPONSIBLE
STUDENT BEHAVIOUR FLOWCHART

Teach behavioral expectations
Reinforce positive behaviours
Problem solve with students
Continue building relationships

Observe Problem Behaviour

Has a parent contact been made this term?

NO

Is the behaviour major?

YES

Refer to the Definitions of Major Behaviours in RBP.

DON’T KNOW

NO

The student and teacher discuss the expectation that have been broken and the replacement behaviour they will exhibit in future. Record this in OneSchool.

YES

Follow the School steps as outlined in the RBP
Complete a Behaviour report on OneSchool
check one field only in each section and ensure that one field is checked in every section. When detailing the infringement ensure that you describe the behaviour (not your feelings about it). Describe the consequence that you applied.
Apply consequences and engage in behaviour management strategies as outlined on the RBP.

When a teacher/aide other than the classroom teacher observes a minor incident, either in specialist classes or playground they should immediately apply consequences and then consult with the classroom teacher to determine further action. Unless there are special circumstances, the reporting teacher/aide is responsible for recording the behaviour and delivering consequences and social skillling.

If a situation is volatile either ring the office on 333 or send a messenger for assistance.

The classroom teacher is the case manager.

It is vital that Admin knows of any major incidences.
In either a playground or classroom situation the incident must be reported directly to an Administration member. The appropriate report will then be issued, consequences applied and interventions for behaviour change implemented.

33 Page