Morven State School

Responsible Behaviour Plan

2014-2017
Morven State School

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

1. Purpose

Morven 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 to support of their lifelong wellbeing.

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour, so that the learning and teaching at Morven State School can be effective and students can participate positively within the community.

2. Consultation and data review

Morven State School developed this plan in collaboration with our school community. Consultation with parents, staff and students was undertaken throughout Term 1 in 2014. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2010-2013 also informed the development process.

The Plan was endorsed by the Principal, President of the P&C and Executive Director (Schools) in August 2014, and will be reviewed in 2017 as required by legislation.

3. Learning and behaviour statement

All areas of Morven 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 and sporting education programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Morven 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.

Morven State School policies on the use of personal technology devices, bullying and cyberbullying are attached to this plan as Appendix 1 and 2.

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

- Be Respectful
- Be Responsible
- Be Safe
- Be a Learner

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour.
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

**Universal Behaviour Support**

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Morven State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our four school rules. *The Schoolwide Expectations Teaching Matrix* below outlines our agreed rules and specific behavioural expectations in all school settings.

<table>
<thead>
<tr>
<th>ALL AREAS</th>
<th>CLASSROOM</th>
<th>PLAYGROUND</th>
<th>STAIRWELL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be Respectful</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Keep hands, feet and objects to yourself</td>
<td>▪ Appropriate tone of voice</td>
<td>▪ Participate in school approved games</td>
<td>▪ Consider the rights of others</td>
</tr>
<tr>
<td>▪ Respect religious and cultural diversity</td>
<td>▪ Eye contact when appropriate</td>
<td>▪ Wear shoes and socks at all times</td>
<td></td>
</tr>
<tr>
<td>▪ Come to class with correct appearance, hats off inside</td>
<td>▪ Courteous greetings, responses and gestures</td>
<td>▪ Care for the environment</td>
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</tr>
<tr>
<td></td>
<td>▪ Keep work space tidy</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Be Responsible</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Be proud</td>
<td>▪ Take an active role in classroom activities</td>
<td>▪ Play fairly – take turns, invite others to join in and follow rules</td>
<td>▪ Move quietly and in an orderly fashion between classroom and stairwells</td>
</tr>
<tr>
<td>▪ Consider the rights and feelings of others</td>
<td>▪ Be honest</td>
<td>▪ Play fairly and accept when they are “out”</td>
<td></td>
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<tr>
<td></td>
<td>▪ Speak to and treat one another with respect in an open and honest way</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Appropriate language</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Be Safe</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Move appropriately and responsibly in and around the classroom and school buildings</td>
<td>▪ Acknowledge the rights of others to contribute ideas and comments</td>
<td>▪ Be sun safe: wear a broad brimmed hat, sun shirt (in water activities)</td>
<td>▪ Walk quietly and orderly so that others are not disturbed</td>
</tr>
<tr>
<td>▪ Take heed of temporary hazards and roped off areas</td>
<td></td>
<td>▪ Play in designated areas</td>
<td></td>
</tr>
<tr>
<td>▪ Stay within the school grounds at all times unless supervised and with permission</td>
<td>▪ Follow directions from all school staff</td>
<td>▪ Bring personal items, including sports equipment, at their own risk</td>
<td></td>
</tr>
<tr>
<td>▪ Use equipment appropriately</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Be a Learner</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Be organised</td>
<td>▪ Be on time</td>
<td>▪ Listen to others</td>
<td></td>
</tr>
<tr>
<td>▪ Be on time</td>
<td>▪ Complete set tasks</td>
<td>▪ Resolve minor issues</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Raise hand and wait to be invited to speak</td>
<td></td>
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</tr>
</tbody>
</table>
These expectations are communicated to students via a range of strategies, including:

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.
- Explicitly modelled by all employed staff of the school.

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

- The school newsletter is used to keep parents abreast of behaviour strategies and school behaviour expectations.
- Communication between school and home regarding behaviour (positive behaviour and behaviour requiring support)
- Comprehensive induction programs in the Morven State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Development of specific policies to address:
  - The Use of Personal Technology Devices* at School (Appendix 1)
  - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).

Reinforcing expected school behaviour

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

**Morven State School: BLUE LEVEL BEHAVIOURS**

The school uses a behaviour card system issued each Friday. A Blue Card is given for appropriate classroom and playground behaviour for the preceding week. Blue Cards issued are taken home for the students to share with their parents. The returned Blue Cards are entered into a Positive Reward Draw and one card is drawn on assembly for a prize.

Positive records of student behaviour are recorded on One School.

**Rewards Days**

Students are invited to participate in a Reward Day once each Term. To be eligible, they must have received either all Blue Cards or no more than 2 Amber Cards during the Term. Students receiving more than 2 Amber Cards or any Red Cards are not invited to participate in the Reward Day. Appropriate school work and supervision is arranged for the day.

The purpose of the Reward Day is to celebrate the high level of behaviour demonstrated by students during the Term. Activities are varied and planned by student council members at student council meetings to suit all ages of all students.

**Responding to unacceptable behaviour**

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.
Targeted behaviour support: **AMBER LEVEL BEHAVIOURS**

At Morven State School a system of cards are issued for various behaviours. An Amber Card is for continued disruption or repeated offences. They can also be issued for isolated instances of inappropriate behaviour, for example, physical or verbal altercations between students and/or staff. The parents of a child receiving an Amber Card will be contacted by the school to discuss the incidence or behaviour. **Amber Cards need to be signed by parents and are recorded on OneSchool.**

Targeted behaviour support occurs where students consistently breach the school’s Responsible Behaviour Plan for Students, however can be issued for isolated instances depending on the severity.

**Intensive behaviour support: RED LEVEL BEHAVIOURS**

A Red Card is issued for continued, high level, inappropriate behaviour in the classroom or playground. Red Cards can also be issued for isolated instances of severe inappropriate behaviour. The parents of a child receiving a Red Card will be contacted by the school to discuss the incidence or behaviour. **Red Cards need to be signed by parents and are recorded on OneSchool.**

Intensive behaviour support occurs where students continue to breach the school’s Responsible Behaviour Plan for Students with a high level of inappropriate behaviour, however, they can be issued for isolated instances depending on the severity.

Morven 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. A School Behaviour Support Team consisting of some or all of the following - Principal, Classroom Teacher, Teacher Aide and Student’s Parent/s:

- Works with other staff members to develop appropriate behaviour support strategies.
- Monitors the impact of support for individual students through continuous data collection.
- Makes adjustments as required for the student.
- Works together to achieve continuity and consistency.

The School Behaviour Support Team has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school’s administration and district-based behavioural support staff.

### 5. Consequences for unacceptable behaviour

Morven State School makes systematic behaviour 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. The following behaviour consequences chart was developed to ensure consistency across the school when dealing with behaviour and is displayed in every classroom.
<table>
<thead>
<tr>
<th>BEHAVIOUR</th>
<th>POSSIBLE CONSEQUENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BLUE</strong></td>
<td><strong>Beige</strong></td>
</tr>
<tr>
<td><strong>STEP 1 - Amber</strong></td>
<td><strong>Blue</strong></td>
</tr>
<tr>
<td>Inappropriate student behaviours to be dealt with at this step:</td>
<td>Possible consequences could include:</td>
</tr>
<tr>
<td>- Continued Step 1 behaviours</td>
<td>- In-class separation or isolation</td>
</tr>
<tr>
<td>- Refusal to participate in program of instruction</td>
<td>- Removal from class or one-on-one resolution with teacher</td>
</tr>
<tr>
<td>- Disruptive behaviour in playground</td>
<td>- Time-out of playground or sport</td>
</tr>
<tr>
<td>- Disruptive behaviour in class</td>
<td>- Assign student to accompany you on the playground</td>
</tr>
<tr>
<td>- Disruptive behaviour at sport activities</td>
<td>- Lunchtime detention</td>
</tr>
<tr>
<td>- Insolence</td>
<td>-</td>
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<tr>
<td>- Disruptive behaviour on excursions</td>
<td>-</td>
</tr>
<tr>
<td>- Minor teasing</td>
<td>-</td>
</tr>
<tr>
<td>- Rough play and handling</td>
<td>-</td>
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<tr>
<td>- Minor inappropriate language – put downs</td>
<td>-</td>
</tr>
<tr>
<td>- Chewing bubble gum</td>
<td>-</td>
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<td></td>
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<tr>
<td><strong>STEP 2 - Red</strong></td>
<td><strong>Orange</strong></td>
</tr>
<tr>
<td>Inappropriate student behaviours to be dealt with at this step:</td>
<td>Possible consequences could include:</td>
</tr>
<tr>
<td>- Continued Step 2 behaviours</td>
<td>- Record incident on OneSchool</td>
</tr>
<tr>
<td>- Wilful and persistent disobedience</td>
<td>- Student attends detention session</td>
</tr>
<tr>
<td>- Harmful teasing</td>
<td>- Formal written apology</td>
</tr>
<tr>
<td>- All forms of bullying</td>
<td>- Monitoring program – daily record</td>
</tr>
<tr>
<td>- Physical aggression not resulting in a fight – pushing, kicking</td>
<td>- Peer mediation or restorative conference</td>
</tr>
<tr>
<td>- Abusive language including swearing and racism</td>
<td>- Formal parent interview</td>
</tr>
<tr>
<td>- Vulgar language or actions</td>
<td>- Interagency referral</td>
</tr>
<tr>
<td>- Significant verbal threats and intimidation of a student</td>
<td>- Excluded from attending camps, excursions or district sport</td>
</tr>
<tr>
<td>- Vandalism – graffiti, breakage</td>
<td>-</td>
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<tr>
<td>- Leaving school grounds without permission</td>
<td>-</td>
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<tr>
<td>- Theft</td>
<td>-</td>
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<tr>
<td>- Truancy</td>
<td>-</td>
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<tr>
<td>- Inciting others to behave inappropriately</td>
<td>-</td>
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<td></td>
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<tr>
<td><strong>STEP 3 - Red</strong></td>
<td><strong>Pink</strong></td>
</tr>
<tr>
<td>Inappropriate student behaviours to be dealt with at this step:</td>
<td>Possible consequences could include:</td>
</tr>
<tr>
<td>- If the student does not respond favourably to consequences in Step 3.</td>
<td>- Individual Management Plan – developed by the teacher and student. Parents/Carers are invited to negotiate goals for the IMP.</td>
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<tr>
<td></td>
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</tr>
<tr>
<td><strong>STEP 4 Red</strong></td>
<td><strong>Red</strong></td>
</tr>
<tr>
<td>Inappropriate student behaviours to be dealt with at this step:</td>
<td>Possible consequences could include:</td>
</tr>
<tr>
<td>- Continued Step 3 behaviours</td>
<td>- Suspension in line with Education Queensland Policy SMS-21 Student Disciplinary Absences (1-5days)</td>
</tr>
<tr>
<td>- Fighting resulting in injury</td>
<td>followed by re-entry meeting with parents and development of Individual Support Plan.</td>
</tr>
<tr>
<td>- Assault of other students</td>
<td>- Restorative conference on return from suspension</td>
</tr>
<tr>
<td>- Major vandalism</td>
<td>- Restitution</td>
</tr>
<tr>
<td>- Major theft</td>
<td>- Police notification</td>
</tr>
<tr>
<td>- Intimidation of staff</td>
<td>- Outside agency referral</td>
</tr>
<tr>
<td>- Possession or use of tobacco products</td>
<td>- Leadership badge revoked</td>
</tr>
<tr>
<td>- Possession or consumption of alcohol</td>
<td></td>
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<tr>
<td>- Gross indecency</td>
<td>-</td>
</tr>
<tr>
<td>- Pornography</td>
<td>-</td>
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<tr>
<td>- Using the internet as a means to direct threats, abuse</td>
<td>-</td>
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<tr>
<td>- Sexual harassment/misconduct</td>
<td>-</td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>STEP 5 - Red</strong></td>
<td><strong>Red</strong></td>
</tr>
<tr>
<td>Inappropriate student behaviours to be dealt with at this step:</td>
<td>Possible consequences could include:</td>
</tr>
<tr>
<td>- Extreme or repeated incidence of Step 4 behaviours</td>
<td>- Suspension in line with Education Queensland Policy SMS-21 Student Disciplinary Absences (1-5days)</td>
</tr>
<tr>
<td>- Other substance abuse</td>
<td>followed by re-entry meeting with parents and development of Individual Support Plan.</td>
</tr>
<tr>
<td>- Possession of a weapon</td>
<td>- Recommendation for exclusion in line with Education Queensland Policy SMS-21 Student Disciplinary Absences</td>
</tr>
<tr>
<td>- Use of a weapon</td>
<td>- Police notification.</td>
</tr>
<tr>
<td>- Violent assault</td>
<td>-</td>
</tr>
<tr>
<td>- Gross misconduct that is not in the power of the school to address</td>
<td>-</td>
</tr>
</tbody>
</table>
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.

Students Who Leave the School Grounds

Students who chose to leave the school grounds rather than face the consequences of their actions jeopardise their safety and the routine of the school. Morven State School staff will follow a set procedure in the event of a child leaving the school grounds. They will:

- Make every attempt to stop a child from leaving. This will NOT involve physical restraint unless the child is seriously endangering themselves. The child should be given an opportunity to explain themselves though promises will not be given just to stop them from leaving. Children need to be aware that incorrect choices in the classroom or playground result in consequences.
- Contact parents/carers to inform them that their child has left the school grounds. Parents will be asked to meet with class teacher and Principal to discuss the incident and negotiate a re-entry for their child, as there may be unfinished consequences to complete.
- Contact emergency carer if parents are unavailable. A request will be made for the carer to ensure the safety of the child until the parents can be contacted.
- Contact known family members in the town who may be able to help locate child and/or parents/carer
- Contact the local police to inform them that every effort has been made to locate parents/carer or emergency contact.

In all events, a meeting with parents/carers and student is essential to discuss the incident, repercussions of inappropriate behaviours (threat to personal safety) and possible consequences, for example, the development of IBMP.

An emergency situation or critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

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

Basic defusing strategies

Avoid escalating the problem behaviour

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

Maintain calmness, respect and detachment

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

Approach the student in a non-threatening manner

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

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

Debrief

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

Physical Intervention

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

- Physically assaulting another student or staff member.
- Posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Morven State School’s duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student’s path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

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

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

- property destruction.
- school disruption.
- refusal to comply.
- verbal threats.
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident,
- always be the minimum force needed to achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student.

Record keeping

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- Incident recorded in the incident book.
- Incident recorded in OneSchool.
- Health and Safety incident record (link).
- Debriefing report (for student and staff) (Appendix 3).
7. Network of student support

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

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Senior Guidance Officer
- Guidance Officer – Intensive Behaviour
- Learning Support Teacher

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 (Charleville).

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.

Morven 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 Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009
10. Related policies

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

11. Some related resources

- Bullying, No Way!
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses

**Endorsement**

Mr Damien Daly  Mrs Anja Burns  Mr Russell Simpson
Principal  P&C President  Assistant Regional Director

Effective Date: August 2014 – August 2017
The Use of Personal Technology Devices at School

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

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

Confiscation
Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

Personal Technology Device Etiquette
Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

Recording voice and Images
Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Morven State School. Thus, 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 and this will not be tolerated at Morven State School.

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

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

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

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

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

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

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

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

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

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1 *Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.*
Appendix 2

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

Purpose

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

2. There is no place for bullying in Morven State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

3. Bullying behaviours that will not be tolerated at Morven State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

4. Bullying may be related to:
   - race, religion or culture
   - disability
   - appearance or health conditions
   - sexual orientation
   - sexist or sexual language
   - young carers or children in care.

5. At Morven State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.
7. The anti-bullying procedures at Morven State School are an addition to our already research-validated schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

**Prevention**

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:
   - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
   - All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
   - All students have been or are being taught the specific routines in the nonclassroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
   - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the nonclassroom areas of the school
   - A high level of quality active supervision is a permanent staff routine in the nonclassroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the nonclassroom areas.

9. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

10. An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

11. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

12. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Morven State School takes care to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.

13. Morven State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.
Appendix 3

Debriefing Report

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:

- Reverse or minimise the negative effects of physical intervention
- Prevent the future use of physical intervention
- Address organisational problems and make appropriate changes

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).

Debriefing should provide information on:

- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

The specific questions we want to answer through the debriefing process are:

- FACTS: what do we know happened?
- FEELINGS: how do you feel about the event that happened?
- PLANNING: what can/should we do next?

Questions for staff

- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was your emotional state at the time of the escalation?

Questions for student

- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- Is there anything that you would do differently?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

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