Mooloolah State School

Responsible Behaviour Plan for Students

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

1. Purpose

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education. Mooloolah State School promotes engaging learning experiences, creativity and innovation as the platform upon which it supports and encourages our students to participate fully in school life.

Mooloolah State School is strongly committed to providing a quality, inclusive education that enables all students to achieve their full potential, both now and in the future. We acknowledge and encourage a team approach to school life, involving students, staff, parents and the wider community in maintaining a safe, supportive and disciplined learning environment. Our aim is for students to feel happy to come to school each day, feeling safe, secure and well supported, and that they leave Mooloolah State School confident, responsible citizens and learners, well prepared for further learning in high school.

Essential to our effective learning is a safe, respectful, supportive and disciplined environment. Students at Mooloolah State School actively learn the 4 Bs, as part of our School Wide Positive Behaviour Support Framework (hereafter referred to as SWPBS):

- Be Safe
- Be Responsible
- Be Respectful
- Be an Active Learner

It is well understood that our students play the major part in ensuring a high set of behaviours are upheld within our school and a positive school culture is developed. This Responsible Behaviour Plan for Students aims to develop and encourage student’s self-responsibility, self-control and social responsibility. At Mooloolah SS we agree these skills can be learnt. Therefore they are actively taught, developed and encouraged by their peers, school staff, parents and the wider community, through a variety of strategies, as appropriate for individual students. The scope of this learning is reflected in our SWPBS Expectations Matrix (see attachment). We realize students move towards these goals at their own pace and that some also require individual support along the way. We aim to support learning and behaviour in a non-coercive way that values relationships, self-evaluation and quality in all that we do.

As outlined in the Queensland Government’s ‘Code of School Behaviour’, it is imperative that ALL members of our school community understand and adhere to the set standards and expectations of our school. These standards ensure students, families, staff and the wider community are working together to meeting set expectations for the benefit of all students at our school, ensuring students are well supported in their social, behavioural and academic needs.

2. Consultation and data review

This Responsible Behaviour Plan for Students has been developed in a collaborative process with school staff, students and representative parents and carers. It is done on an approximate 3 year basis, in line with the guidelines for review set down by Education Qld. Yearly updates and reviews are also added as change and needs dictate. The
review of the schools behaviour management processes were previously flagged during discussions with staff and parents during the 2009 Triennial School Review process.

Throughout every year our school wide behaviour management processes and expectations are reviewed using the SWPBS Matrix and SWPBS meetings. The SWPBS committee includes representatives from teaching and non-teaching staff, parents and the wider community. These meetings are held each school term, and use a range of data updates to monitor current progress and inform future change and areas of need for supporting positive behaviours. At any time throughout the year parents are invited to give feedback regarding SWPBS or any other learning and behaviour issues and can consult with teachers and administration according to individual needs and concerns.

It is intended that this Responsible Behaviour Plan for Students remains a ‘living document’ that is readily available and frequently used. It may be continually modified by the school community members, under the direction of the Principal and Assistant Regional Director – Teaching & Learning Sunshine Coast North, as required.

3. Learning and behaviour statement

Mooloolah State School aims to provide quality educational experiences designed to meet the individual needs of children, which encourages them to strive to achieve their potential in a changing world. We understand this involves a dynamic and interactive relationship between behaviour and learning.

At Mooloolah State School we are committed to and value:

**Excellence** Setting standards and delivering high quality educational services;

**Inclusiveness** Recognising diversity and treating people with respect and dignity;

**Participation** Encouraging community participation and involvement of parents/carers in partnership in schools and supporting young people’s access to diverse learning pathways;

**Safety** Creating safe and tolerant learning environments for all students, teachers and staff;

**Accountability** Upholding the standards community, parents/carers and government set for effective performance of educational and professional services.

We understand fostering the above values involves both positive learning and positive behaviour. At Mooloolah SS these are sequentially developed throughout the primary schooling years, based on age and individual developmental needs.

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

At Mooloolah SS we have a wide range of processes for facilitating appropriate standards of behaviour as agreed by our school community and reflected in our SWPBS Behaviour Expectations Matrix. We have a whole school approach that is divided into **Universal, Targeted and Intensive** areas of support for behaviour and for learning.

It is important that the school community understands that all reasonable measures will be taken to support students according to their specific learning and behaviour needs. Final decisions will be at the discretion of the Principal in all cases, where relevant information has been gathered and action has been taken according to his/her best judgement in each circumstance.

**A. Universal Behaviour Support** will usually be effective for 80 - 90% of students, who will require little if any additional support than that normally offered by staff, in class and the playground. Universal support strategies and processes at Mooloolah include both proactive and reactive strategies:

**Proactive Universal Support** MAY include, but is not limited to:
Quality teaching and learning practices, with a balanced and engaging curriculum
Class meetings and discussions regarding behaviour and learning expectations
Explicit teaching of the 4B’s (Be Safe, Responsible, Respectful, and a Learner)
Weekly targeted behaviour lessons in class, on parade and via school posters
Reward Tickets
Gold rewards
Parade - awards, rewards and whole school information sharing regarding behaviour and learning expectations
Consideration of individual learning and behaviour needs and relevant support given and adjustments made
Yr 6-7 Leadership Program
Individual class rewards and management
Parent meetings to share information and offer parenting support
Celebration events (individual classes)
Involvement in a School-Wide Positive Behaviour Support Framework
Whole school culture and practices that teach and develop skills for all students
Supportive, collaboratively developed programs and procedures
Professional development, education or training for staff Teachers to submit relevant student behaviour information onto ‘One School’ so behaviour data can be tracked and used to inform practice
Teachers to submit relevant student behaviour information onto ‘One School’ so behaviour data can be tracked and used to inform SWPBS whole school framework.

Reactive Universal Strategies MAY include, but are not limited to:
Teacher, parent or administration meetings to discuss and plan for more positive behaviour outcomes for individual students
Sequential steps from Reminders to Time-out, to Buddy class then finally the office
Behaviour Level notes sent home to parents
Class work completed in lunch time or at home
Withdrawal from class or other activities
Withdrawal for play
Restorative meetings and action to repair broken relationships and trust
Behaviour contract negotiated with teacher or Principal
Rewards not earned
More explicit or repeated teaching of 4 Bs relevant to individual situations
Phone call or notes to parents
Parent meetings with teacher or admin
Exclusion from school excursions, cultural events or sporting events and trips

B. Targeted Behaviour Support may be needed for 10 - 15% of the school population, involving different students at different times throughout the year, according to needs. Mostly it would involve extra support for individual students, small groups or particular classes. This will mostly be ‘occasional’ or short term support. Targeted support may again be proactive or reactive. It may include strategies from the Universal section above, but would usually build on and extend these further to include, but is not limited to:
Teacher individualized learning according to student needs and development
Small group support within the class for developing behaviour and learning
Small group support outside the class e.g. social skills group
More targeted support in teaching and learning the 4 Bs
Individual Behaviour Support plans (with proactive strategies included)
Students moving up or down the Behaviour Level Steps (see table)
Involvement of staff beyond the classroom to support individual or small groups of students e.g. Teacher Aide support, Visiting Teacher support
Further professional development for teachers, in targeted, specific areas
Engagement of community organizations to provide extra support to students e.g. Family Planning Association, Brave Hearts
Withdrawal from class and school activities
Placement in an alternate class for short periods of time e.g. 1 session /1 day
Working in the office for short periods of time e.g. 1 session /1 day
Restorative meetings and actions according to individual needs
Mooloolah State School              Responsible Behaviour Plan for Students          July, 2013

- Restricted or alternate playground plans
- Individual monitoring and feedback sheets for students – class or playground
- Individual rewards and incentives for targeted students
- Guidance Office assessment where necessary
- Referral to outside agencies where school believes this would be helpful
- Teachers to submit relevant student behaviour information onto ‘One School’ so behaviour data can be tracked and used to inform practice

C. Intensive Behaviour Support may be needed for 2 - 5% of the school population, involving different students at different times throughout the year, according to individual needs.

This support may include more flexible learning options, to allow students with highly complex and challenging behaviours, to continue their learning. Intensive support will mean the school has tried and trialled other Universal and Targeted support strategies, with limited success. This extended support may include, but is not limited to:

- Individual or small group work specifically targeting an explicit concern
- Individualised learning and behaviour agreements or contracts (see Levels)
- More extended withdrawal from school activities – including sporting, cultural, extra-curricular activities or excursions
- More extensive support or assessment from the school Guidance Officer
- Recommendation or referral to external agencies e.g. CYMHS - Child Youth and Mental Health Services, MYCP – Managing Young Children’s Program
- Alternative and intensive learning support
- Intensive support to foster social-emotional awareness and learning
- Intensive support to teach skills in self-management of behaviour
- Involvement of District Senior Guidance Officer
- Involvement of other District Office staff
- Parent support and training e.g. MYCP
- Any other support strategies deemed necessary and helpful
- ‘One School’ and SWPBS data used to inform best practice and decision making

Our school uses a range of proactive and reactive Universal, Targeted and Intensive Support strategies to ensure that we:

- maintain a positive school culture
- facilitate the development of acceptable standards of behaviour to create a caring, productive and safe environment for learning and teaching
- promote an effective learning and teaching environment that allows positive aspirations, relationships and values to develop
- foster mutual respect
- encourage all students to take increasing responsibility for their own behaviour and the consequences of their actions.

Our school curriculum includes a range of opportunities for teachers and students to work together to build appropriate social skills and positive relationships.

Parents and community members are notified of expectations through school newsletters, school parades and when necessary, individual letters. Expectations are also published for the whole school community through our SWPBS Expectations Matrix (attached).

See appendices’ for attached relevant documents

5. Emergency responses or critical incidents

It is important that all members of our school community have a consistent understanding of how to respond to emergency situations or critical incidents, including severe problem behaviour. This consistency allows appropriate actions to be taken to ensure that both students and staff are kept safe. If there is an imminent risk to the safety of any member
of the school community, the school’s Critical Incident Management Plan will be implemented (available from school office).

An emergency situation or critical incident is defined as an occurrence that is sudden, urgent and usually unexpected, or an occasion requiring immediate action (usually involving student and / or staff safety or the safety of others).

A 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.

It is expected that members of the school community are familiar with this Responsible Behaviour Plan and aware of the following strategies to be relied upon in an emergency situation, where it is deemed helpful or necessary to assist in defusing the situation, preferably under the direction of the Principal. Attempts to engage in defusing an emergency situation or critical incident should be done in line with the principles of Non Violent Crisis Intervention Training (NVCIT), or similar training, where possible.

Basic defusing strategies

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

2. Maintain calmness, respect and emotional 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. Use short sentences with less complex language.

3. Approach the student in a non-threatening manner (follow NVCIT guidelines)
   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 respectful distance, establish eye level position if possible, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates and the student becomes more unco-operative or unsafe.

4. Follow through
   If the student starts displaying the appropriate behaviour, briefly acknowledge their choice and redirect 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. If co-operation is not gained follow up at a later time when the student is willing to engage in problem solving.

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

N.B. Be aware that each situation will be different and individual circumstances will need to be considered in each emergency or critical incident.

Physical Intervention

At Mooloolah SS we endeavour to support students in positive and proactive ways. However there may be some situations where unsafe and escalating behaviour requires more intrusive or extreme measures to manage some situations, particularly those involving safety.
Staff may make legitimate use of physical intervention if 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 Mooloolah 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 to self and others. Teachers and staff will make this decision based on individual circumstances, requiring quick, calm thought and action in an escalating and potentially dangerous situation.

Physical intervention (for safety reasons) can involve a range of less to more intrusive strategies e.g. blocking a student’s path, coming between students, leading a student by the hand/arm, guiding or shepherding a student by placing a hand in the centre of the upper back, or removing potentially dangerous objects.

Physical intervention is not to be used as a form of punishment and is not to be used where other less intrusive responses can effectively resolve the situation eg. removing other students who may be in harm’s way. It should always take into account the age, stature, dis/ability, understanding and gender of the student, as well as the possible underlying function of the behaviour. It should also be reasonable and in proportion to the particular circumstances, using the minimum force needed to establish safety.

Unless personal safety is threatened, physical intervention is not to be used as a response to:

- Property destruction
- School disruption
- Refusal to comply
- Verbal Threats
- Leaving the classroom or school

These guidelines do not apply in the same way, to the planned use of physical intervention for students who require such steps to help manage individual needs eg. head-banging relative to a disorder or disability. In such situations physical restraint is considered within an individual behaviour, learning and/or mental health plan.

Record Keeping – Physical Restraint
Each instance involving the use of physical intervention must be formally documented. Parents or carers of students involved in an emergency situation, critical incident or severe problem behaviour will be notified and also offered further support if requested. Relevant documents, reports:

- Incident report (Appendix 2) to be filled out by staff
- Health and Safety incident record
- One school record of incident (by admin or relevant teacher)
- Student files updated with relevant report / documents
- Letter or phone call home to notify parents of incident
- Interagency letter / notification if relevant

To ensure the good order of Mooloolah SS parents / carers and visitors should pass through the office when visiting the school, except when picking up or dropping off their children for normal school hours. If parents wish to discuss matters of concern beyond matters involving the everyday issues of class and playground, then an appointment should be made, either with the class teacher and/or the Principal if relevant or needs warrant such action.

See Appendix for information on Mooloolah SS’s plan and expectations regarding:

- Bullying and Cyber Bullying
- Bringing weapons to school e.g. knives

6. Consequences for unacceptable behaviour

Whilst the focus of our school’s Responsible Behaviour Plan is on proactive and preventive whole school approaches, certain types of behaviour are considered
unacceptable by our school community and require specific consequences to be given to students involved.

These consequences are applied to:
✓ provide the opportunity for all students to learn;
✓ ensure the safety of staff and students;
✓ assist students who exhibit challenging behaviours to accept responsibility for themselves and their actions
✓ ensure that the good name of the school is not brought into disrepute.

Student behaviour that does not comply with the expected standards of behaviour is not overlooked at Mooloolah SS. In all cases early intervention and support is sought from parents/carerers and staff. In severe incidences, the school will seek assistance from the Queensland Police, particularly when there is a belief / suspicion that unlawful behaviour has taken place.

Mooloolah SS Level System for Behaviour Management

The range and level of responses and consequences for student behaviour, consistent with the standards and expectations published in this Responsible Behaviour Plan and the SWPBS Matrix, are assessed using a level system.

The level system gives students, staff and parents a consistent structure for school discipline. It provides the classroom teacher with support in discipline and establishes a framework that allows the student to make decisions about their behaviour in the full knowledge of the positive and negative consequences.

These levels can be flexible depending on circumstances and individual needs and are always at the discretion of the Principal when deciding on consequences.

Each student is placed on a Behaviour Level ranging from 0 – 7 as outlined below:

<table>
<thead>
<tr>
<th>LEVEL OF BEHAVIOUR</th>
<th>SOMEREASONS FOR PLACEMENT ON THIS LEVEL INCLUDE</th>
<th>WHAT IS LIKELY TO HAPPENS ON THIS LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 0</td>
<td>All students are placed on this level when demonstrating positive behaviours.</td>
<td>Involvement in school activities, School/class rewards schemes/praise</td>
</tr>
<tr>
<td>Step 1</td>
<td>A staff member is worried about you because you are continuing to do one or more of the following: • not cooperating with your teacher and / or fellow students • teasing others • interrupting in class • not completing work • often late for class without a valid excuse • poor attitude to work • inappropriate noise or actions in classroom, library or other school area • playing in out of bounds areas • inappropriate play.</td>
<td>School staff reinforce the 4Bs (Be Safe, Be Responsible, Be Respectful, Be an Active Learner) from our school’s SWPBS Expectations Matrix. School staff will provide you with the opportunity to improve your behaviour by offering choices to you for your behaviour. School staff may discuss with you the consequences of further incidences. School staff may discuss the behaviour with the school principal. School staff may choose for you to complete set tasks during your play time. School staff may insist that you ‘sit out’ of play for a short period of time. Classroom rewards/consequences systems may be engaged such as verbal reminders and/or removal to the class thinking desk.</td>
</tr>
</tbody>
</table>
| Step 2             | You are repeatedly engaged in Step 1 behaviours that are deemed unacceptable and staff has already discussed the inappropriate behaviour with you. You may be placed directly onto this level if you continue the above and / or escalate to: • You are engaged in unsafe behaviours including: • hands-on • throw sticks, stones or other implements at another student’s • You are exhibiting rude or insolent behaviours to a member of school staff. • You are swearing, using foul language or discussing inappropriate subject matter at school. | School staff reinforce the 4Bs (Be Safe, Be Responsible, Be Respectful, Be an Active Learner) from our school’s SWPBS Expectations Matrix. Your class teacher will inform your parent/carer of your misbehaviour via: • M.S.S Step 2 letter (Appendix 9) • Phone contact You may attend 1-2 time-outs at lunchtime at the discretion of the school principal or your class teacher. Your class teacher may also make a phone call home to your parent/carer regarding your behaviour or ask for an interview. You may be sent to a buddy class for a period of time to consider your actions (up to 1 session). School staff will provide you with the opportunity to improve your
Step 3

You are repeatedly engaged in Step 2 behaviours that are deemed unacceptable and staff has already discussed the inappropriate behaviour with you.

You have continued to ignore the rights of others at the school and there is a continued deterioration of your behaviour.

You may be placed directly onto this level if:

- You are engaged in extremely unsafe behaviours including fighting.
- You deliberately injure another student.
- You verbally abuse a teacher and/or are exhibiting rude or insolent behaviours to a member of school staff.
- You are swearing, using foul language or discussing extremely inappropriate subject matter at school.
- You are not being considerate to other students.
- Your behaviour may include: continued and ongoing teasing or bullying of other students.
- Stealing
- Destroying school or student property.
- Disrupting class/school events.
- Failing to attend/engage in consequences from previous steps.

School staff reinforce the 4Bs (Be Safe, Be Respectful, Be an Active Learner) from our school’s SWPBS Expectations Matrix.

Your parent/carer will be informed via:

- M.S.S Step 3 letter (See Appendix 10)

This letter is written by the school Principal.

You may be sent to the school Principal for a period of time to consider your actions (up to 2 sessions).

You may attend 3-5 time-outs at lunchtime or other appropriate withdrawal at the discretion of the school principal and your class teacher.

You may be given a contract for a period of 1-2 weeks to help you focus your behaviours.

Your parent/carer may need to attend a meeting at the school with the school Principal, your class teacher and other specialists as appropriate.

You may be excluded from participation in:

- school excursions,
- sporting, cultural, reward or other special events

You may be involved in an alternate or negotiated play plan when inappropriate behaviours have been exhibited at playtimes.

School staff will discuss with you the consequences of further incidences.

Step 4

You are repeatedly engaged in Step 3 behaviours that are deemed unacceptable and staff have already discussed the inappropriate behaviour with you.

You have continued to ignore the rights of others at the school and there is a continued deterioration of your behaviour.

You may be placed directly onto this level if you:

- Repeatedly engaged in extremely unsafe behaviours including fighting.
- Deliberately injure another student.
- Physically abuse a teacher and/or are repeatedly exhibiting extremely rude or insolent behaviours to a member of school staff / adults.
- Repeatedly swear, using particularly foul language or discussing extremely inappropriate subject matter at school.
- Are continually not being considerate to other students.

Your behaviour may include:

- continued and ongoing patterns of teasing or bullying of other students.
- Continuing to steal.
- Willfully destroying school or student property.
- Continually disrupting class/school events.
- Repeatedly failing to attend/engage in consequences from previous stages.

School staff reinforce the 4Bs (Be Safe, Be Responsible, Be Respectful, Be an Active Learner) from our school’s Expectations Matrix.

Your parent/carer will be informed via:

- M.S.S Step 4 letter (See Appendix 11)

This letter is written by the school Principal.

You will be sent to the school Principal to discuss your behaviour and subsequent consequences.

You may be withdrawn from class/play to work elsewhere at the school in a predetermined area.

You may incur 2-5 days withdrawal from classroom activities at the discretion of the school principal and your class teacher.

You may be placed on a behaviour contract for the remainder of the school term or as negotiated by the school principal and your class teacher.

Your parent/carer will need to attend an urgent meeting at the school with the school Principal, your class teacher and other specialists where appropriate.

As you have made the choice not to follow the rules of Be Respectful, Be Responsible, Be Safe or Be an Active Learner, you will be excluded from participation in:

- school excursions,
- sporting, cultural, reward or other special events

You may lose any Student Leadership roles you hold in the school.

You may be involved in an alternate or negotiated play plan when inappropriate behaviours have been exhibited at playtimes.

School staff will provide you with the opportunity to improve your behaviour by offering specific choices that will help to scaffold the improvement required.

School staff will discuss with you the consequences of further incidences.

Step 5

You are repeatedly engaged in Step 4 behaviours and in doing so you deliberately and repeatedly continue to ignore the rights of others at the school.

Staff has continually discussed the inappropriate behaviour with you.

There is a continued deterioration of your behaviour accompanied by a lack of remorse for your actions.

Your behaviour is detrimental to the progress of other students.

You have engaged in behaviours that are deemed illegal or of an extreme nature that warrant immediate action.

You have shown that you do not want to comply with the values that are important to this school.

School staff reinforce the 4Bs (Be Safe, Be Respectful, Be an Active Learner) from our school’s SWPBS Expectations Matrix.

After discussions with your parents, school staff and yourself, the Principal will most likely make the decision to suspend you for a period of 1-5 days (in accordance with EQ Departmental Policy).

You may lose any Student Leadership roles you hold in the school.

Upon re-entry to the school, you will usually be required to meet with the principal who will provide you with a Behaviour Improvement Contract that has been negotiated with your teacher and other members of staff.

You will be offered specific choices and strategies that have been provided for you to help you improve your behaviour.

It is likely you will be referred to Student Support staff for further investigations and support.

School staff will discuss with you the serious consequences of any further incidences.
### Step 6

- You have continued to engage in Step 5 behaviours and in doing so you deliberately continue to ignore the rights of students, staff and the school community.
- You have deliberately failed to comply with staff instructions and advice given to you regarding the improvement of your behaviour.
- You are aware of your poor choices in behaviour. Despite this, there is a lack of remorse for your actions.
- Your behaviour is detrimental to the teaching and learning that occurs within this school.
- You have continued to engage in behaviours that are deemed illegal or of an extreme nature that warrant immediate action.

You have repeatedly shown that you do not want to comply with the values that are important to this school.

School staff reinforce the 4Bs (Be Safe, Be Respectful, Be an Active Learner) from our school’s SWPBS Expectations Matrix. After discussions with your parents, school staff and yourself, the Principal has made the decision to suspend you for a period of 6-20 days (in accordance with Departmental Policy). You may lose any Student Leadership roles you hold in the school. Upon re-entry to the school, you will be required to meet with the principal who will provide you with a Behaviour Improvement Contract that has been negotiated with your teacher and other members of staff. You will be offered specific choices that have been provided for you to help you improve your behaviour. You will be referred to Student Support staff for further investigations and support. School staff will discuss with you the serious consequences of any further incidences. You may be invited or required to attend an external educational facility where you will be supported in developing the specific behaviours required for you to be a successful participant in school and community.

### Step 7

- You are repeatedly engaged in Step 6 behaviours and in doing so you have shown that you are unwilling to acknowledge the rights of others at the school.
- You refuse to comply with staff instructions and advice given to you regarding the improvement of your behaviour.
- You deliberately choose to act disrespectfully, irresponsible and take unacceptable risks that could potentially cause harm to either yourself or others.
- You have no remorse for your actions.
- Your behaviour is extremely detrimental to the teaching and learning that occurs within this school.
- You deliberately engage in behaviours that are deemed illegal or of an extreme nature that warrant immediate action.
- You deliberately display behaviours that indicate that you are not complying with the values that are important to this school.

In accordance with Departmental Policy, you have been suspended with a recommendation that you be excluded from our school.

OR

You have been placed on a Behaviour Improvement Contract (BIC) to monitor future behaviour for a period of up to 3 months in accordance with the Education (General Provisions) Act.


Levels 0-7 will take into account individual circumstances and needs and are at the discretion of the Principal, who is in the position to collect relevant information to inform his / her decisions.

Suspensions and exclusions will only be implemented when all other avenues have been exhausted. Students returning from suspensions must participate in a re-entry meeting prior to returning to class. This re-entry meeting will usually involve the School Principal, classroom teacher, student, parent/s and support staff as appropriate. This process will include discussion and agreement to a Behaviour Improvement Contract to monitor future behaviour for a set time period.

### 7. 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. At Mooloolah State School we recognise the value of working collaboratively with a range of key stakeholders and specialists to support students to achieve their potential. We invest in a range of school and community programs that foster positive behaviour and engagement in school, family and community.

Staff members undertake a comprehensive range of professional development for both learning and behaviour support. Students and staff at Mooloolah SS are supported by the targeted knowledge of specialist staff, including our school guidance Office, the Chaplin, Learning Support staff and Advisory Visiting Teachers. Our school is able to access a range of behaviour support for students both from within Education Queensland, as well as through our network of health and community agencies.
as externally through other government / non-government agencies and community
organisations. See table below for examples.

<table>
<thead>
<tr>
<th>SCHOOL BASED SERVICES</th>
<th>DISTRICT AND OTHER EDUCATION QLD SERVICES</th>
<th>COMMUNITY SERVICES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom teacher/s,</td>
<td>AVT Behaviour Support</td>
<td>Parenting Programs eg. Magic 1 2 3</td>
</tr>
<tr>
<td>Teacher aide/s,</td>
<td>Senior Guidance Officers</td>
<td>MYCP</td>
</tr>
<tr>
<td>Learning support staff,</td>
<td>Access to District Behaviour Support</td>
<td>CYMH</td>
</tr>
<tr>
<td>Special needs staff</td>
<td>Funding and additional staffing</td>
<td>Qld Health services,</td>
</tr>
<tr>
<td>Guidance Officer</td>
<td>District Learning Support staff</td>
<td>Department of Child Safety</td>
</tr>
<tr>
<td>Chaplin</td>
<td>District Disability Services staff (ASD, II,</td>
<td>Centacare</td>
</tr>
<tr>
<td></td>
<td>SLI...etc)</td>
<td>Qld Police/J.A.B</td>
</tr>
<tr>
<td>School Principal / Deputy Principal</td>
<td></td>
<td>Community agencies</td>
</tr>
<tr>
<td>Other school staff.</td>
<td></td>
<td>Community members</td>
</tr>
</tbody>
</table>

Parents/Guardians/ Carers and extended family

Mooloolah SS Student Support Committee meets each fortnight or as otherwise
necessary to discuss matters of academic, social/emotional and behaviour support that
may be needed for students. This committee will usually include the Principal, Guidance
Officer and Special Education Teacher, plus other personnel if helpful / needed. Students
are referred to this team by staff and recommendations are made as to the specific
support that the student may benefit from or require.

8. Consideration of individual circumstances

As a school community we believe it is important to consider the particular situation and
context, individual circumstances and actions of our students, as well as the needs and
rights of our school community. Mooloolah’s Responsible Behaviour Plan and the
decisions of staff and admin will always consider the individual needs of the student. A
cooporative, learner centred, solution focused approach will be taken, where positive
relationships are expected between all members of the school community. A restorative
approach will often be used to maintain understanding and resolve issues as they arise.

Planning for and managing students learning and behaviour, as well as misbehaviour will
consider the following individual factors:

• age of child
• previous behaviour record
• severity of the incident
• amount of reliable evidence
• degree of provocation
• intent of the action
• honesty and perceived level of genuine remorse
• cultural needs
• gender
• socio-economic situation
• ability / disability
• other individual needs

Consistency will be in responding to the behaviour, but not necessarily in the nature or
outcomes of the response.

The Principal reserves the right to vary the guidelines set out in this Responsible
Behaviour Plan for Students, where he/she considers it necessary due to student conduct
that is considered prejudicial to the good order of the school and management of the
educational institution.

Right of Appeal and Expression of Concerns Process

Parents/carers or students who have ongoing concerns regarding the practice or
behaviour of any adult or student at Mooloolah SS, are asked to make an appointment
with the relevant teacher or the Principal to discuss the matter. It is not acceptable for parents/carers to confront staff members in an aggressive manner, or during class teaching times or at other school events. Resolving ongoing and/or significant issues will be assisted through the facilitation of meetings between those concerned and the Principal. EQ personnel external to the school may be involved.

Students who are faced with suspension of more than 5 days, exclusion or cancellation of enrolment have the right to appeal the decision in accordance with Queensland Government education acts and policies. This includes being advised being why the proposed action is being taken and the right to respond (either by written or verbal statement) to the allegations and present their case.

If a student feels they are unfairly treated by the Principal or other staff member during the course of an investigation and subsequent consequences, they must inform the Principal or Contact Regional Office who will investigate and consider the individual case.

9. Related legislation

A wide range of Commonwealth, State and Education Legislation and Policies are available to inform school and community members about their rights regarding learning and behaviour. Some of these are included in sections 9 & 10 here.

- 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
- SMS-PR-024: Internet – Student Usage
- SMS-PR-018: Information Sharing under Child Protection Act 1999
- SMS-PR-008: Family Law Matters Affecting State Educational Institutions
- LGS-PR-002: Freedom of Information
- SMS-PR-017: Enforcement of Compulsory Education Provisions
- SMS-PR-031: Flexible Arrangements
- SCM-PR-005: School Security
- CPR-PR-005: Drug Education and Intervention in Schools
11. Some related resources

- School wide Positive Behaviour Support SWPBS
- Magic 1,2,3 Parenting course ([www.parentshop.com.au](http://www.parentshop.com.au))
- Psychology Clinic – University of Sunshine Coast (assessments) 5459 4514
- MYCP Parenting Program (0-6 yrs olds) C/- Landsborough SS, Nambour SS or Mountain Creek SS
## Mooloolah State School Expectations Matrix

<table>
<thead>
<tr>
<th>Rule</th>
<th>Be Safe</th>
<th>Be Responsible</th>
<th>Be Respectful</th>
<th>Be An Active Learner</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Settings</td>
<td>Keep hands, feet and objects to yourself.</td>
<td>Keep valuable items at home or hand into the office.</td>
<td>Use polite, positive language (including non-verbals).</td>
<td>Stay focused on task/purpose for the whole activity</td>
</tr>
<tr>
<td></td>
<td>Follow directions.</td>
<td>Choose helpful and friendly words and actions.</td>
<td>Keep noise to an appropriate level</td>
<td>Raise your hand to ask questions and request help when needed.</td>
</tr>
<tr>
<td></td>
<td>Solve problems with appropriate words.</td>
<td>Be punctual.</td>
<td>Look after people and property</td>
<td>Take turns in conversations.</td>
</tr>
<tr>
<td></td>
<td>Walk when moving around the school/classroom.</td>
<td>Be honest.</td>
<td>Allow personal space of others.</td>
<td>Complete set tasks on time.</td>
</tr>
<tr>
<td></td>
<td>Be prompt when moving from one class to the next.</td>
<td>Use equipment and materials correctly in the appropriate areas and return them after use.</td>
<td>Use manners.</td>
<td>Take advantage of homework activities and extra tasks to improve your learning.</td>
</tr>
<tr>
<td></td>
<td>Stay/Play in safe designated areas with staff supervision.</td>
<td>Name all personal belongings.</td>
<td>Put litter in bins</td>
<td>Look for enough space.</td>
</tr>
<tr>
<td></td>
<td>Wear your school uniform and hat (as stated in school dress code).</td>
<td>Responsibly use water.</td>
<td>Wait patiently and stay in line.</td>
<td>Listen for other opinions.</td>
</tr>
<tr>
<td></td>
<td>Use hygienic practices.</td>
<td></td>
<td>Accept individual differences.</td>
<td>Learn from what people are saying.</td>
</tr>
<tr>
<td>Classrooms</td>
<td>Use computers and the internet, appropriately at all times.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use computers and the internet, appropriately at all times.</td>
<td>Report any inappropriate internet sites or computer faults to an adult.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use your own password when accessing a computer.</td>
<td>Take home and/or return necessary notes and other verbal communications to/from parents/carer.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be responsible when using a computer and online sites.  <a href="http://www.thinkyouknow.com.au">www.thinkyouknow.com.au</a></td>
<td>Return library books on time.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be aware of your own personal space and the personal space of others.</td>
<td>Before school each day, check that you have the correct items for learning.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When bringing items to school, make sure that you are making an appropriate choice.</td>
<td>Make sure that all furniture is in place at the beginning and end of the day. This includes furniture in the computer labs, library and withdrawal rooms.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sit safely on chairs.</td>
<td>Check all outdoor learning areas and port racks.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Be seated in classrooms by the 8:50 bell.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Listen and work diligently with your learning partner.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Accept teacher feedback and reflect on how it will help you to improve.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Make appropriate choices for learning when in the classroom.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Participate and complete all work to the best of your ability in individual or group activities.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Be organised and always have your equipment and materials ready for all lessons.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bring completed homework when required.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stop what you are doing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Look at the speaker</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Listen to the instructions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Think about what you need to do.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Switch on for Learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stay on task and follow the adult’s directions.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Use computers and the internet, appropriately at all times.**

- Report any inappropriate internet sites or computer faults to an adult.
- Take home and/or return necessary notes and other verbal communications to/from parents/carer.
- Return library books on time.

**Be responsible when using a computer and online sites.**

- www.thinkyouknow.com.au

**Be aware of your own personal space and the personal space of others.**

**When bringing items to school, make sure that you are making an appropriate choice.**

- Sit safely on chairs.

**Before school each day, check that you have the correct items for learning.**

**Make sure that all furniture is in place at the beginning and end of the day. This includes furniture in the computer labs, library and withdrawal rooms.**

**Check all outdoor learning areas and port racks.**

**Be seated in classrooms by the 8:50 bell.**

**Listen and work diligently with your learning partner.**

**Accept teacher feedback and reflect on how it will help you to improve.**

**Make appropriate choices for learning when in the classroom.**
<table>
<thead>
<tr>
<th>Play Areas</th>
<th>Transitions</th>
<th>Eating Areas</th>
</tr>
</thead>
</table>
| Play and follow school approved game rules  
   Stop what you are doing.  
   Think about your choice.  
   Consider your options.  
   Report if necessary.  
| Sit quietly in lines.  
| Sit while eating your own food.  
   Use your own drink bottle.  
   When leaving the classroom for 1st and 2nd break take your hat.  
| Pack lunch boxes away neatly in their correct area and collect them after lunch.  
   Wash your hands before and after you eat.  
   Play equipment is to remain in the containers until you are released for play by the teacher on duty.  
   Show pride in the school environment by picking up all rubbish.  
   Food and drink to be consumed in eating areas only.  
| Stop play on first bell, visit toilet, wash hands, have a drink and line up.  
| Stop while eating your own food.  
   Use your own drink bottle.  
   When leaving the classroom for 1st and 2nd break take your hat.  
| Pack lunch boxes away neatly in their correct area and collect them after lunch.  
   Wash your hands before and after you eat.  
   Play equipment is to remain in the containers until you are released for play by the teacher on duty.  
   Show pride in the school environment by picking up all rubbish.  
   Food and drink to be consumed in eating areas only.  
| Walk quietly and sensibly when going to or returning from a lesson.  
| Put litter in the bin.  
| Eat in eating areas using appropriate manners.  
| Always make healthy food choices.  
| Show good sportsmanship  
| Share school equipment  
| Establish and agree on rules before play.  
| Put litter in the bin.  
| Eat in eating areas using appropriate manners.  
| Always make healthy food choices.  
<p>|</p>
<table>
<thead>
<tr>
<th>Toilets</th>
<th>Other</th>
<th>Before &amp; After School Entering &amp; Leaving School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriately use soap to wash your hands.</td>
<td>Respect the privacy of others</td>
<td>Use toilets before class or during recess times only.</td>
</tr>
<tr>
<td>1 person in each cubicle.</td>
<td>Promptly walk to your class/area.</td>
<td>Encourage hygienic practices.</td>
</tr>
<tr>
<td>Use year/age/gender appropriate toilets.</td>
<td>Wait sensibly and quietly for your buddy.</td>
<td></td>
</tr>
<tr>
<td>Enter the toilets without food and drink.</td>
<td>Use the footpaths when walking to and from the toilets.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Respect the privacy of others</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clean up after yourself and take pride in your surroundings.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use toilets before class or during recess times only.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Encourage hygienic practices.</td>
<td></td>
</tr>
<tr>
<td>Go straight home from school or to agreed location.</td>
<td>Use toilets before class or during recess times only.</td>
<td></td>
</tr>
<tr>
<td>Walk bike / scooter / skateboard along path outside school frontage.</td>
<td>Obey crossing supervisors when using the crossings.</td>
<td></td>
</tr>
<tr>
<td>Wear your helmet when using scooters, skateboards and bikes.</td>
<td>Show respect to all members of the public and to any property</td>
<td></td>
</tr>
<tr>
<td>Use supervised crossing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use appropriate gates when entering or leaving the school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wait sensibly in the Senior Undercover Area until the 8:40am bell.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow bus code of conduct when on excursions or school trips.</td>
<td>Promptly return borrowed keys.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Politely give money to staff and volunteers.</td>
<td></td>
</tr>
</tbody>
</table>

High Level inappropriate behaviour incidents are to be documented using the Behaviour Referral Reporting Process and entered in OneSchool.
## APPENDIX 2

### Mooloolah State School Incident Report

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Class</th>
<th>Date</th>
<th>Referred by</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Time
- [ ] Before school
- [ ] 1st session
- [ ] 1st break
- [ ] 2nd session
- [ ] 2nd break
- [ ] 3rd session
- [ ] After School

#### Area
- [ ] Classroom
- [ ] Specialist classroom
- [ ] Junior Eating Area
- [ ] Senior Eating Area
- [ ] P-1 Playground
- [ ] Junior Playground
- [ ] Senior play area

#### Buddy Class
- [ ] Junior Oval
- [ ] Oval
- [ ] Library
- [ ] Toilets

#### Details of Incident:
- Witnesses (if required): 
- Caregivers actions:
  - [ ] Natural Consequences
  - [ ] Restorative Justice
  - [ ] Admin Action
  - [ ] Rule reminder
  - [ ] Conference
  - [ ] Thinking desk
  - [ ] Buddy classroom
  - [ ] Reflection Sheet
  - [ ] Withdrawal from group
  - [ ] Withdrawal from play
  - [ ] Walk with teacher
  - [ ] Time out Room
  - [ ] Referred to
  - [ ] Teacher contact parent
  - [ ] Contact with Student: [ ] Meeting [ ] Interview

#### Buddy Class Actions
- [ ] Time out - OneSchool Entry - Complete
- [ ] Parent contact

#### Red Zone (Administration action)
- [ ] Internal Withdrawal
- [ ] Suspension
- [ ] Other

#### Green Zone (Step 0)
Record positive behaviours directly in OneSchool - Gold Awards, Ticket draws, etc.

#### Yellow Zone (Steps 1-2)
Low level misbehaviours, students breaching school behaviour expectations.
Managed by class, specialist or duty teachers.

#### Red Zone (Steps 3-7)
Breaches of school behaviour expectations at a persistent or serious level.
Managed by school administration staff.
APPENDIX 3

Essential Skills for Managing Student Behaviour in the Classroom

At Mooloolah SS we acknowledge that each teacher has their own style of classroom management. This will also vary between year level and the needs of individual. However in the interests of consistent and fair procedures staff uses the following strategies as guidelines for all students. The prerequisites are negotiated class rules, quality curriculum, respectful class culture, and a trusting and supportive class environment. These strategies also fit within the whole school SWPBS Expectations Matrix for Behaviour at Mooloolah SS.

<table>
<thead>
<tr>
<th>When Student is on Task</th>
<th>When Student is off Task</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language of Acknowledgement</strong></td>
<td><strong>Language of Expectation</strong></td>
</tr>
<tr>
<td>5 Body language Encouraging</td>
<td>1 Establishing expectation</td>
</tr>
<tr>
<td>6 Descriptive encouraging</td>
<td>2 Instruction giving</td>
</tr>
<tr>
<td></td>
<td>3 Waiting and scanning</td>
</tr>
<tr>
<td></td>
<td>4 Cueing with parallel acknowledgement</td>
</tr>
</tbody>
</table>

1. The teacher starts with the **language of expectation** “Class enter quietly, sit down, take out maths work book and pen, ready to start work”

2. Work and behaviour **instructions are given** “Students need to start work on questions 1-3 and put your hand up if you need help, wait quietly, I will come to you”

3. Teacher **waits and scans** the whole class to check instructions have been followed, giving eye contact as needed.

4. Teacher encourages the class to keep working by **acknowledging** those who are on task “Jason has already started, well done Jason!”

5. Teacher then walks around the room to supervise and check all students understand the work and are on task and gives Jenny a thumbs-up for her work so far. **Body Language – encouraging.**

6. The teacher gives **descriptive encouraging** “Josh you have already written half a page, awesome, keep going!” “Some good ideas in your answer Matthew”

7. If any students are off-task the teacher may watch closely for the student to start work (**selective attending**), giving the time and opportunity for the strategies 1-6 to encourage all students to be on task.

8. Individual students, pairs or small groups may need to be **redirected back to learning** “Jye do you help with any of the questions 1-3. You need to finish them all”

9. If the student still does not engage in learning the teacher can respectfully address the behaviour by **giving choice**, with a clear consequence of one choice being a less preferred “Jye if you have not finished 1-3 with half a page of work by the bell, you will miss your next free choice activity, what is your choice?” (Use least to most intrusive approach for giving choices and consequences).

10. The teacher continues to walk around the class and **follow up** with all students regarding behaviour and learning “Jye that’s the bell, you have not finished your half a page, so you will need to complete it in free time this afternoon. If you get it done quickly you can rejoin free time activities”

**In order to maintain a positive working environment in the classroom research suggests it is helpful for teachers to aim for 5:1 statements – 5 language of acknowledgement & encouragement to 1 language of correction.**
Appendix 4

Follow up Processes for Teachers and Admin

Teachers may use questions from the Restorative Conferencing and / or Responsible Thinking Frameworks to support behaviour choices, self-control and safe, positive choices from students at Mooloolah SS. Some suggestions:

At an appropriate time (when both parties are calm and in private) teacher supports the student using self-evaluation questions such as:

a) What do you want to happen when you are choosing that behaviour?
b) Is what you’re doing helping you get what you want?
c) Who has been affected by what you did? How?
d) What are you doing to / could you do differently to help you get what you want?
e) So, what’s your plan?
f) How can I or others help you with this plan?

If other strategies have been exhausted the following more intrusive strategies may be used to help manage continual poor, unsafe or disruptive behaviour, such as:

1. Thinking, Reflecting and Planning time within the room or in a buddy classroom.

2. Loss of privilege e.g. games, sport, use of computers, excursions, camps, etc… or go to Steps 12, 13 or 14 depending on the nature of the misbehaviour, play times (Supported Play or Reflection and Forward Thinking Room).

3. Parent/Caregiver contacted and system arranged for regular communication.

4. Referral to Student Support Team or Administration for appropriate intervention – e.g. intensive counselling: behaviour contract, individual behaviour support plan

5. Individual Behaviour Support Plan is developed with the student’s teachers, the student, the parent and the Student Support Teacher.

6. Strategies from the IBSP are put in place, e.g. Cool Down Time (as a regular part of the student’s program). The exact system will vary to suit each individual.

7. In-school withdrawal (for appropriate period i.e. a session; part days; whole days. “You can return to class when you have a plan to make better choices”. (Parent/Caregiver notified.)

8. Sent home, voluntary parent/caregiver withdrawal. Return to school when ready to make better choices. Students to report to the Principal on their return to school.

9. Suspended from school for specified period (e.g. 1-5 days or 6-20 days). Written records and reports need to be kept by the class teacher. Student Support Teacher and the administration team to support these decisions.

11. Suspended from school with recommendation to exclude.

In cases of extreme behaviour, consequences may be applied from a higher level before other steps have been taken at a lower level.
APPENDIX 5

Non-Classroom Settings
A graduated process for managing inappropriate student behaviour

1. The supervising adult redirects student with a respectful, friendly request. Then turns away and continues moving about the area. The body language of turning away shows that the teacher expects the request to be carried out. Request made in positive terms, e.g. “Please walk”, rather than, “Stop running.”

2. The supervising adult may use a further redirection such as, “What are you doing? What would you be doing if you were following our rules?”

3. The supervising adult supports the student using self-evaluation questions eg:
   a. What do you want to happen when you are choosing that behaviour?
   b. Is what you’re doing getting you what you want?
   c. What else could you do?
   d. So, what’s your plan?

4. Student timed out of play to cool down (e.g. sit on a seat or walk with adult) for a five to ten minute period.

5. Removal from playground to supported play for a period of time.
   Parents/caregivers informed.

6. Student to Reflection Room for a time out where a teacher helps students through a counselling process.
   Parents/Caregivers informed through a letter.

7. Referral to Student Support Team or Administration for reflection.
   Parents/Caregivers informed.

8. Student requested to stay at home, voluntary parent/caregiver withdrawal.
   Return to school when ready to make better choices. Student to report to the Principal on return to school.

9. Suspended from school for specified period e.g. one to five days or six to twenty days. Written records and reports need to be kept by the class teacher, Student Support Teacher and the Administration team to support these decisions.

10. Suspended from school with a recommendation to exclude.

In cases of extreme behaviour, consequences may be applied from a higher level before other steps have been taken at a lower level.
APPENDIX 6  BULLYING

What is Bullying?

Definition of Bullying
Bullying is when someone, or a group of people, who have more power at the time deliberately upset or hurt another person, their property, reputation or social acceptance, on more than one occasion.

Types of Bullying
There are three broad categories of bullying:

Direct physical bullying
This form includes hitting, tripping and pushing or damaging property.

Direct verbal bullying
This form includes name calling, insults, homophobic or racist remarks, or verbal abuse.

Indirect bullying
This form of bullying is harder to recognise and often carried out behind the bullied person's back. It is designed to harm someone's social reputation and/or cause humiliation. Indirect bullying includes:
- Lying and spreading rumours:
- Playing nasty jokes to embarrass and humiliate;
- Mimicking;
- Encouraging others to socially exclude someone;
- Damaging someone's social reputation and social acceptance; and
- Cyber-bullying, which involves the use of email, text messages or chat rooms to humiliate and distress someone.

What Bullying is Not
Many distressing behaviours are not examples of bullying, even though they are unpleasant and often require teacher intervention and management. There are three socially unpleasant situations that are often confused with bullying:

Mutual Conflict
In mutual conflict situations, there is an argument of disagreement between but not an imbalance of power. Both parties are upset and usually both want a resolution to the problem. However, unresolved mutual conflict sometimes develops into a bullying situation with one person becoming 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
Single episodes of nastiness of physical aggression are not the same as bullying. If a student is verbally abused or pushed on one occasion they are not being bullied.

DET resources to support the addressing of bullying, cyber-bullying and other inappropriate online behaviour can be found via the following links.

- Resources for parents
- Resources for schools
- Cybersafety and schools
APPENDIX 7  Bullying and Cyber Bullying

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

Purpose

1. Mooloolah 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 Mooloolah 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 Mooloolah 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 Mooloolah State School there is broad agreement among students, staff and parents that bullying is an 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 or seeking assistance, to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.
7. The anti-bullying procedures at Mooloolah State School are an addition to our already research-validated school wide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receive 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 school wide 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 4 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

9. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a school wide 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 Mooloolah 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. Mooloolah 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.
The Use of Personal Technology Devices at School

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

Personal Technology Devices
Students are permitted to use personal technology devices such as iPhones and tablets as part of their school activities. At all times, personal technological devices remain the responsibility of the owner. Personal technological devices must not be loaned to another child and they must only be used in the child’s classroom or library.

Confiscation
Personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when they 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 directly be advised to contact Queensland Police Service (QPS).
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
The use of personal technological devices is encouraged to supplement student learning and they should not be used for recreational purposes while the student is at school.
Class teachers will advise students when, where and why they will be required to use their personal technological device. The following etiquette must be followed.

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 Mooloolah State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc…) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.
Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.
Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on Mooloolah State School premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or Mooloolah State 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.

Parents and students are reminded that they restrict the photography of students to their own children. There are certain occasions where parents have requested that their child not be photographed. Respect needs to be shown to those parents and children for whom this applies.

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 consequences being put in place (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 (Queensland Police Service).

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 consequences being put in place and possible referral to QPS. Students receiving such text messages at Mooloolah State School, should ensure they keep the message as evidence and bring the matter to the attention of the school principal.

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 Principal.
## Individual Behaviour Support Plan

**NORTH COAST REGION BEHAVIOUR SUPPORT TEAM**

<table>
<thead>
<tr>
<th>Student:</th>
<th>Yr Level:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Behaviours of Concern:**

**Identified School Goals:**

### PROACTIVE STRATEGIES

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Responsible</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modified curriculum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class Support</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reinforcements for desired behaviour</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playground Support</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transitions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feedback Meetings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Case Meetings</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### REACTIVE STRATEGIES

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Responsible</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playground Strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behaviour Monitoring Record</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contact Parent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Behaviour Management Strategies</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### FAMILY SUPPORT

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Responsible</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Involvement</td>
<td>Responsible</td>
<td>When</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-------------</td>
<td>------</td>
</tr>
<tr>
<td>Behavioural Consultant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guidance Officer</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Date: ___________  Recommended Review Date: ___________

____________________  ____________________

AVT-Beh  Class Teacher

____________________  ____________________

Principal  Parents

The Code of School Behaviour
Better Behaviour  Better Learning

Queensland Government  Education Queensland

Mooloolah State School  Responsible Behaviour Plan for Students  July, 2013
STEP 2 – PARENT NOTIFICATION FORM

Student: _______________________________       Date: ________________________
Class: _______________________________

Dear Parent / Guardian,

This letter is to inform you that your son/daughter has been placed on Level 2 of the school’s Responsible Behaviour Plan. This step indicates a borderline level of behaviour. Your child was placed on this level for the following reason/s:

<table>
<thead>
<tr>
<th>Incident</th>
<th>Date</th>
<th>Reporting Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The following consequences were given in response to this inappropriate behaviour:

➢
➢

This behaviour is detrimental to the role of the school in maintaining a Supportive School Environment and shows a lack of consideration for fellow students and or staff. Continued infringements of the school CODE OF BEHAVIOUR and SCHOOL RULES will lead to your child being placed on LEVEL 3.

You are welcome to contact your child’s class teacher or the School Principal (54136333) if you require further information about these events. Our school values your interest and support.

_____________________
Class teacher
STEP 3 – PARENT NOTIFICATION FORM

Student: _______________________________       Date: ________________________
Class:    ____________

Dear Parent / Guardian,

This letter is to inform you that your son/daughter has been placed on Level 3 of the school’s Responsible Behaviour Plan for Students. This step indicates an unsatisfactory level of behaviour that requires the intervention of the Principal and staff member. This consequence is in keeping with our school’s Responsible Behaviour Plan for Students.

Your child was placed on this level for the following reason/s:

<table>
<thead>
<tr>
<th>Incident</th>
<th>Date</th>
<th>Reporting Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The following consequences were given in response to this inappropriate behaviour:

➢
➢

This behaviour is detrimental to the role of the school in maintaining a Supportive School Environment and shows a lack of consideration for fellow students and or staff. Continued infringements of the school CODE OF BEHAVIOUR and SCHOOL RULES will lead to your child being placed on LEVEL 4, with the possibility of withdrawal from class, lunch activities or extra-curricular school events and or an external suspension.

You are welcome to contact your child’s class teacher or the School Principal (54136333) if you require further information about these events. Our school values your interest and support.

Michele Brown
Principal
APPENDIX 12

MOOLOOLAH STATE SCHOOL
King Road
MOOLOOLAH QLD 4553
Telephone: (07) 5413 6333
Fax: (07) 5413 6300
Email: admin@mooloolahss.eq.edu.au

STEP 4 – PARENT NOTIFICATION FORM

Student: _______________________________       Date: ________________________
Class:    ____________

Dear Parent / Guardian,

This letter is to inform you that _______________has been placed on Level 4 of the school’s Responsible Behaviour Plan for Students. This means that your child will be withdrawn at the discretion of the principal for a period of _____ day/s. This may include exclusion from class or lunchtime activities and from any extra-curricular school events and require ____________ to report to the school office upon arrival at school each morning. You are requested to attend a meeting at the school with the School Principal. Please ring to arrange a suitable appointment time (5413 6333).

This step indicates an unsatisfactory level of behaviour that requires the intervention of the Principal and staff member. This consequence is in keeping with our school's Responsible Behaviour Plan for Students. Your child was placed on this level for the following reason/s:

  
  

This behaviour is detrimental to the role of the school in maintaining a Supportive School Environment and shows a lack of consideration for fellow students and or staff. Continued infringements of the school CODE OF BEHAVIOUR and SCHOOL RULES will lead to your child being placed on LEVEL 5. This will mean that _________ will be externally suspended for a period of 1 – 5 days.

You are welcome to contact the School Principal (54136333) if you require further information about these events. Our school values your interest and support.

Yours sincerely

__________
Michele Brown
Principal
We can work together to keep knives out of school. At Mooloolah State School

- Every student has the right to feel safe and be safe at school.
- No knives are allowed to be taken to school by students. (even toy or plastic knives)
- There is no reason for a student to have a knife at school, and it is potentially against the law for a student to have a knife at school.
- No other weapons or objects to be used as weapons to play with, threaten or harm are allowed at Mooloolah SS.
- Parents/carers are to be cooperative and vigilant with this policy to ensure students do not bring such items to school

If a student has a knife or other weapon at school, they can expect serious consequences, such as suspension or exclusion. It may also require or include police involvement, with the student the school and the family.

What kinds of knives are banned?

- No knives of any type are allowed at school, including flick knives, fruit knives, plastic or craft knives, or any item that can be used as a weapon, for example a chiseled piece of wood / dagger, screwdriver.
- Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.
- In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational activities, the school will provide guidelines and information about the procedures for carrying and storing these items at school.

The principal can take tough action against a student who brings a knife / weapon to school.

- If a student has a knife / weapon at school, principals can inform the police.
- Possessing a knife / weapon at school may result in serious disciplinary consequences such as immediate suspension.
- Police can search a student and their property at school if they suspect a student has a knife or other weapon.
- School property such as desks may be searched if the principal suspects that a student has a knife / weapon on or in school property.
- If the principal suspects the student has a knife / weapon in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife / weapon at school, it can be confiscated by the principal and given to the police.

How can parents/carers and students help to keep Mooloolah State School safe?

Make sure your child knows what the laws and rules are about knives / weapons at school.

- Do not include knives or knife tools in children’s lunch boxes, pencil cases or craft kits.
- Speak to the teachers or Principal if you believe your child is being bullied / threatened at School.
- Immediately tell a teacher or adult if you think someone has a knife or weapon at school, or if they say they will bring a knife to school.
- Immediately tell a teacher if a student is threatening anyone with an object.
• Teach your child to report to a trusted adult, any / all bullying or threats, at school or in the wider community.

APPENDIX 14

MOOLOOLAH STATE SCHOOL

Critical Behaviour Management Plan

General classroom behaviour management procedures in line with Mooloolah State School’s Responsible Behaviour Document.
- Redirect
- Warning
- Counselling
- Choices
- Thinking Time

Student becomes violent

Student refuses to leave the room and go to the office.

Teacher instructs the class to stand and quietly leave the room and assemble in the… (individual location depending on class location in school).

Class teacher calmly restates the request to leave the room. The student is informed that the office will need to be called if s/he does not go to the office immediately.

Teacher sends two students to Admin block with ‘Assistance Required’ card.

Student leaves the room and makes their way to the office.

Teacher reassures class while maintaining visual contact with student. (If possible)

Admin Officer notifies:
- Principal
- Teacher

Teacher phones to inform admin staff student is on their way.

Request not followed

Request followed

School Leader assumes control of situation. Class teacher remains with class.
Endorsement

Principal

P&C President or Chair, School Council

Regional Executive Director or Executive Director (Schools)

Date effective:

from June 2013 to June 2014