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

Mackay North State School
**Responsible Behaviour Plan for Students**

1. **Purpose**

An effective Behaviour Support Plan is essential for the provision of a school environment to maximise the educational outcomes and opportunities for all students and to enhance the feeling of personal safety and well being.

Mackay North State School is committed to:

- working in partnership with parents and the community to ensure that our students receive a high-quality education appropriate to their needs
- helping students to develop as independent and knowledgeable people who are morally and socially responsible contributors to society leading purposeful and balanced lives.
- achieving a positive school tone and an effective learning and working environment.

Our school's Responsible Behaviour Plan is set against the background of a changing society in which students need to be supported and taught how to accept responsibility for them.

School staff has the responsibility to create a school where students feel they belong, where they are happy, extended and safe, and where Bullying, (Refer to Appendix 2 for our definition of bullying), in any form is not tolerated. With this approach, the staff ensures that the learning opportunities for students are not reduced by their own actions, by those of other people or by school structures and practices.

The Behaviour Support Plan recognises that a conducive learning environment requires:

- provision for the meeting of student basic needs. (Succour, Success and Survival)
- interactions that are positive and courteous
- recognition of the rights and individuality of each student,
- celebration of differences, promotion of a positive view of people all within a supportive school environment

We believe that a supportive environment is one where:

- everyone feels safe and valued;
- all students are coached to behave in a self disciplined and responsible manner
- social and academic learning outcomes are maximised for all through a quality and engaging curriculum, sound interpersonal relationships and school organisation;
- non-violent and non-discriminatory language and practices are defined, modelled and reinforced.
- Caregivers support, where possible, school activities pertinent to their child’s growth and development.
- Caregivers demonstrate respect, courtesy and fairness to all other members of the school community.
- Caregivers monitor their child’s progress and work in conjunction with the school to address any difficulties, to ensure the child reaches his/her potential.
Suspensions, Proposal and Recommendations for Exclusion procedures are considered as part of the school’s management plan and will be used as one strategy to maintain the safe and supportive learning environment that the community has determined is appropriate as outlined in the “BEHAVIOUR ACCORD”.

Mackay North State School is an “identifiable community”. Our school will be judged as a whole, in many different situations and circumstances. Our Code of Behaviour is centred on the School Motto.

School Motto – Learning, Caring, Sharing

2. Consultation and data review

Mackay North State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through community meetings held during February 2009. School Accord documents were sent to parents for comment and review as well as a number of newsletter items. A yearly review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and in October 2012, and will be reviewed in 2015 as required in legislation.

3. Learning and behaviour statement

As a Responsible Behaviour Plan’s expectations will vary from Prep to Year 7, it will be the responsibility of the class teacher to communicate the Responsible Behaviour Plan to the children and establish accepted behaviour to promote the key elements of Pride, Respect and Safety.

To maintain and develop PRIDE we should:

- Present models of appropriate standards to promote:
  - achievable work habits
  - presentation of work associated with the “teaching program”
  - tidy dress standards
  - academic, physical and social achievements according to effort and improvement
  - a sense of belonging to ensure an understanding that inappropriate behaviour is seen to reflect on the whole school
  - the school in the community
  - classroom organisation reflecting teacher expectations
  - a physical environment that is safe, hygienic, well maintained and aesthetically pleasing.

To maintain and develop RESPECT we should teach and encourage in the many and different situations, circumstances and interactions:

- acknowledgment and return of greetings.
- the recognition of the rights and feelings of others
- the use of appropriate manners
- model respect towards staff and students
• encourage the development of self respect and self esteem
• accept other opinions and rights and be non judgmental
• be consistent and fair
• display respect to school visitors who have contributed to the educational program/process
• maintain communication with the families respecting their need to be informed and consulted
• teach and encourage respect for school, personal and other peoples property.

To maintain and develop **SAFETY** we should:

• recognise that all individuals at school should feel safe
• play games using appropriate rules
• keep our hands feet and other objects to ourselves
• report any incidents of unsafe behaviour
• recognise how to keep ourselves safe, ie safe movement around the school

In further establishing these standards we have developed our “Behaviour Accord”.

All members of our school community have been requested to except and sign our school “**BEHAVIOUR ACCORD**” as part of their relationship with Mackay North State School.

Our “**BEHAVIOUR ACCORD**” forms an agreement between the community and the school. It provides for all to know our shared values and standards regarding children’s behaviour and their emotional health for safe and productive learning.

Our “**BEHAVIOUR ACCORD**” also describes a shared responsibility we recognize and accept for the emotional health of all children. The school has included in its curriculum, a sequence of programs that enable children to learn about the physiology and the psychology of emotions as well as strategies they can apply towards “wiring” brains that can create self-controlled choice for positive behaviours.

Our community and the school expect everyone to accept their appropriate share of responsibility towards growth of the positive, emotional health of all children.

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

**Universal behaviour support**

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Mackay North 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 desired behaviour, prevent inappropriate 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 three school rules. The school wide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.
These expectations are communicated to students via a number 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.

**Reinforcing expected school behaviour**

Each term communications between home and school occurs on multiple occasions each week through the communication book. If continued positive behaviour is demonstrated, this is recorded. At the end of each term and the end of the year students are rewarded with Excellence, Gold, Silver or Bronze Behaviour Certificates. There are also behaviour reward excursions that students are invited to participate, dependant on their level of positive behaviour.

Teachers will rate students at the end of each term and this will be recorded in the communication books. At the end of the year a student’s overall rating will be determined by combining all 4 term ratings.

<table>
<thead>
<tr>
<th>SCHOOLWIDE EXPECTATIONS TEACHING MATRIX</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ALL AREAS</strong></td>
</tr>
<tr>
<td><strong>CLASSROOM</strong></td>
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<tr>
<td><strong>PLAYGROUND</strong></td>
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<tr>
<td><strong>WALKWAYS AND VERANDAHS</strong></td>
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<td><strong>TOILETS</strong></td>
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<td><strong>BUS LINES/BIKE RACKS</strong></td>
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<table>
<thead>
<tr>
<th>ALL AREAS</th>
<th>CLASSROOM</th>
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<th>TOILETS</th>
<th>BUS LINES/BIKE RACKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Use equipment appropriately</td>
<td>• Walk</td>
<td>• Participate in school approved games</td>
<td>• Walk at all times</td>
<td>• Respect privacy of others</td>
<td>• Use own bike/scooter only</td>
</tr>
<tr>
<td>• Keep hands, feet and objects to yourself</td>
<td>• Sit still</td>
<td>• Wear shoes and socks at all times</td>
<td>• Carry items</td>
<td></td>
<td>• Walk bike/scooter to the gate</td>
</tr>
<tr>
<td>• Be on time</td>
<td>• Enter and exit room in an orderly manner</td>
<td>• Be sun safe; wear a broad brimmed hat</td>
<td>• Keep passage ways clear at all times</td>
<td></td>
<td>• Wait inside the gate until the bus stops</td>
</tr>
<tr>
<td>• Be in the right place at the right time</td>
<td>• Follow instructions straight away</td>
<td>• Be a problem solver</td>
<td>• Move peacefully in single file</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Follow instructions straight away</td>
<td>• Be prepare</td>
<td>• Return equipment to appropriate place at the end of a break.</td>
<td>• Use toilets during breaks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Respect others’ personal space and property</td>
<td>• Complete set tasks</td>
<td>• Keep work space tidy</td>
<td>• Be prompt is arriving at bus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Care for equipment</td>
<td>• Take an active role in classroom activities</td>
<td>• Be honest</td>
<td>• Lines</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Clean up after yourself</td>
<td>• Keep work space tidy</td>
<td>• Be honest</td>
<td>• Leave school promptly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Use polite language</td>
<td>• Wait your turn</td>
<td>• Be honest</td>
<td>• Be prompt is arriving at bus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Wait your turn</td>
<td></td>
<td>• Be a good listener</td>
<td>• Lines</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Leave school promptly</td>
<td></td>
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</tbody>
</table>
Excellence, Gold, Silver, Bronze behaviour ratings (End of term and end of year ratings)

During each term there will be ongoing monitoring of student behaviour. Behaviour rewards and misdemeanours will be recorded in student communication books. Positive behaviour is rewarded with recognition certificates. Unacceptable behaviour is managed as described below.

First Mistake
Repeated Mistake
Suspension Level (1 – 5 days: minimum 2 days*)
Suspension Level (1 – 5 days: up to 5 days)
Suspension Level (6 – 20 days)
Suspension Level (6 – 20 days with PLC support)
Proposal to Exclude
Recommendation to Exclude

See Targeted behaviour support for a full explanation of these steps.

*A decision to suspend is the ultimate responsibility of the principal, after taking into consideration all of the circumstances.
• Targeted behaviour support

Our school’s Responsible Behaviour Plan for students is based upon “The ABC of Emotions”. The ABC of Emotions can be described by:

A is for Awareness of how our emotions works (understanding basic brain physiology and how emotions rule our lives.
B is for Behaviour, why emotions work in your brain and body, making habits that rule our lives.
C is for Change, understanding these habits and working to break them by identifying the key that causes us to continue these habits.

As a school community we have an agreed “Behaviour Accord” which outlines who is responsible for the emotional growth of the students who attend our school.

Our “Behaviour Accord” forms an agreement between the community and the school. It provides for all to know our shared values and standards regarding children’s behaviour and their emotional health for safe and productive learning.

Our “Accord” also describes a shared responsibility we recognize and accept for the emotional health of all children. The school has included in its curriculum, a sequence of programs that enable children to learn about the physiology and the psychology of emotions as well as strategies they can apply towards “re-wiring” brains that can create self-controlled choice for positive behaviours.
Our community and the school expect everyone to accept their appropriate share of responsibility towards growth of the positive, emotional health of all children.

... Shared Values ...

1. The school has the prime responsibility for academic growth and families actively support the school.
2. Families have the prime responsibility for emotional wellbeing, with the school actively accepting a supportive role.
3. Our school and community expect responsibilities for the emotional health and behaviour of children to be appropriately accepted by all concerned.

... Community and School Standards ...

- The following list describes behaviours considered unacceptable.
- Bullying, (Refer to Appendix 2 for our definition of bullying), Disturbing Learning, Physically hurting others, Damage to property, Stealing,
  - Swearing, Refusal to work and Lack of respect for others.
- The community and the school expect that all take a shared and active role towards elimination of these behaviours in our school.
Intensive behaviour support

Mackay North 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. Case management teams:

- work with other staff members to develop appropriate behaviour support strategies
- monitor the impact of support for individual students through continuous data collection
- make adjustments as required for the student, and
- work with all staff members to achieve continuity and consistency.

The case management team will develop a simple and quick referral system for individuals. 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. Emergency responses or critical incidents

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

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

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

Basic defusing strategies

Avoid escalating the problem behaviour

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

Maintain calmness, respect and detachment

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

Approach the student in a non-threatening manner

(Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates).
Follow through
(If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students’ attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).

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
- posing potentially serious damage to property.

Appropriate physical intervention may be used to ensure that Mackay North 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
- 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 report – Part A and B (Appendix 3 and 4)
- **Health and Safety incident record** (link)
- debriefing report (for student and staff) (Appendix 5).

6. Consequences for unacceptable behaviour

As a school community we have identified the behaviours that will not be tolerated. These behaviours include: Bullying, (Refer to Appendix 2 for our definition of bullying), Disturbing Learning, Physically hurting others, Damage to property, Stealing, Swearing, Refusal to work and Lack of respect for others.

The following processes will be used to manage unacceptable behaviour. These processes are hierarchical.

a. Classroom teacher will communicate with caregiver through communication book any minor unacceptable behaviour. The classroom teacher will respond to the minor unacceptable behaviour.

b. Professional judgement by the classroom teacher will alert administration when the unacceptable behaviour is becoming consistent or is a major infringement.

c. Administration will engage with the student through a “Green Form” (see appendix 1). This form allows for the student to identify their mistake and articulate how they are going to “fix” their mistake. This form will be signed by the caregiver and kept on file at school.

d. A further repeated incident of inappropriate behaviour will result in a second “Green Form”, this will also involve a dialogue with the caregiver.

e. A third repeated incident of inappropriate behaviour will result in a minimum 2 day suspension from school. This will be followed by a formal re-entry meeting with student and caregiver.

f. Ongoing repeats of inappropriate behaviour thereafter will warrant further suspensions; these could be either 1-5 or 6-20 day suspensions. At this stage intervention from other supportive networks could be involved in strategies to assist the students in correcting their behaviour. Also at this stage a student case meeting team will be created in order to develop, administer and review behaviour strategies individualised for the student. These case meeting teams will be made up of Administration member, classroom teacher and Guidance officer as a minimum. The SEU HOSES will also be involved when the student is part of the SEP. The networks are described in section 7.

g. If a student is suspended for 1 – 5 days the Principal will take reasonable steps to ensure student is given school work to allow student to continue with their education.

h. If a student is suspended for 6 – 20 days the Principal will arrange student access to an education program to allow student to continue with their Education.

i. Should the student’s behaviour result in a proposed/recommended exclusion, the Principal will ensure that regional case management processes are followed to support the successful re-engagement for the student into another learning/alternative program.

j. NB. The Principal reserves the right to make decisions concerning student attendance at camps and excursions based on behaviour records demonstrated during the calendar year.
<table>
<thead>
<tr>
<th>Area</th>
<th>Minor</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Movement around school</td>
<td>• Running on concrete or around buildings</td>
<td>• Throwing objects</td>
</tr>
<tr>
<td></td>
<td>• Running in stairwells</td>
<td>• Possession of weapons</td>
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<tr>
<td></td>
<td>• Not walking bike in school grounds</td>
<td></td>
</tr>
<tr>
<td>Play</td>
<td>• Incorrect use of equipment</td>
<td>• Serious physical aggression</td>
</tr>
<tr>
<td></td>
<td>• Not playing school approved games</td>
<td>• Fighting</td>
</tr>
<tr>
<td></td>
<td>• Playing in toilets</td>
<td></td>
</tr>
<tr>
<td>Physical contact</td>
<td>• Minor physical contact (eg: pushing and shoving)</td>
<td>• Possession or selling of drugs</td>
</tr>
<tr>
<td>Correct Attire</td>
<td>• Not wearing a hat in playground</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Not wearing shoes outside</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
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<tr>
<td>Class tasks</td>
<td>• Not completing set tasks that are at an appropriate level</td>
<td>• Repeated refusal to complete set tasks, including homework.</td>
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<tr>
<td></td>
<td>• Refusing to work</td>
<td></td>
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<tr>
<td>Being in the right place</td>
<td>• Not being punctual (eg: lateness after breaks)</td>
<td>• Leaving class without permission (out of sight)</td>
</tr>
<tr>
<td></td>
<td>• Not in the right place at the right time.</td>
<td>• Leaving school without permission</td>
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<tr>
<td>Follow instructions</td>
<td>• Low intensity failure to respond to adult request</td>
<td>• Direct refusal to follow instructions</td>
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<td></td>
<td>• Non compliance</td>
<td>• Enlisting others to demonstrate uncooperative behaviour</td>
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<tr>
<td></td>
<td>• Uncooperative behaviour</td>
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<tr>
<td>Accept outcomes for behaviour</td>
<td>• Minor dishonesty</td>
<td>• Major dishonesty</td>
</tr>
<tr>
<td>Rubbish</td>
<td>• Littering</td>
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<tr>
<td>Mobile Phone</td>
<td>• Mobile phone not handed into the office upon arrival at school.</td>
<td>• Use of a mobile phone in any part of the school for voicemail, email,</td>
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<td></td>
<td></td>
<td>text messaging or filming purposes without authorisation</td>
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<tr>
<td>Language</td>
<td>• Inappropriate language (written/verbal)</td>
<td>• Offensive language</td>
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<td></td>
<td>• Calling out</td>
<td>• Aggressive language</td>
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<td></td>
<td>• Poor attitude</td>
<td>• Verbal abuse / directed profanity</td>
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<td></td>
<td>• Disrespectful tone</td>
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<tr>
<td>Property</td>
<td>• Petty theft</td>
<td>• Stealing / major theft</td>
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<tr>
<td></td>
<td>• Lack of care for the environment</td>
<td>• Wilful property damage</td>
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<td></td>
<td></td>
<td>• Vandalism</td>
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<tr>
<td>Others</td>
<td>• Not playing fairly</td>
<td>• Major bullying / harassment</td>
</tr>
<tr>
<td></td>
<td>• Minor disruption to class</td>
<td>• Major disruption to class</td>
</tr>
<tr>
<td></td>
<td>• Minor defiance</td>
<td>• Blatant disrespect</td>
</tr>
<tr>
<td></td>
<td>• Minor bullying / harassment</td>
<td>• Major defiance</td>
</tr>
</tbody>
</table>
Our school Behaviour Support Plan is based upon a strong sense of connection between the home and the school through the communication structures that are in place. For this reason our school offers a substantial support structure that assists students to manage their behaviour appropriately. These support structures are centred on the student. The whole school culture is one that has been promoted over many years and frowns upon poor behaviour. That's not to say that it does not occur, and when it does, students have a large array of support services to assist them in making the better choices. The support services available to the students are:
8. Consideration of individual circumstances

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

Mackay North 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, socio-economic 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

Endorsement

Principal ______________________________ P&C President or Chair, School Council ______________________________ Regional Executive Director or Executive Director (Schools) ______________________________

Date effective:

from 28 October 2012 to 31 October 2015
Appendix 1 – “The Green Form”

Using My "COOL 'n CLEVER" Chemicals to Fix My Mistakes at our school

A MESSAGE EXPLAINING this "Green Letter": The most powerful way to learn is by making "mistakes" and then learning from them. Our brain is "wired" to a combination of genetic inheritance and lived experience. Most experiences have genetic patterns that are extremely basic. The most powerful of these patterns are our emotions which include ANGER, FEAR, SHAME, DISTRESS, CONFUSION, HAPPINESS and SADNESS. As children, our emotions control our behaviour. Therefore, learning how and why our emotions work is vital in "growing up" to become adults whose patterns allow them to be socially acceptable. At our school we use a learning approach called Emotions-ABC As an acronym, B for behaviours and C for change. Therefore, Emotions-ABC is about becoming aware of these fundamental emotional states that cause us to act in ways that lead to socially unacceptable behaviour. This "Green Letter" is part of our school’s learning programme, using the former the largest share of responsibility for changing patterns of unacceptable behaviour so that we can change our patterns in such socially unacceptable behaviour. Each one of us is unique and has a different genetic make up, which can lead to a variety of responses such as being ANGRY, SHAME, DISTRESS, or HAPPINESS. The change is in the emotions that cause socially unacceptable behaviour. This changes the way we make decisions and react to situations. The way we manage our mistakes and difficulties is more important than the way we manage the good times. Please support this attempt of ours to help your child.

THE SUREST PROSPECTS FOR SUCCESS EMERGE FROM THE WAYS IN WHICH WE MANAGE FAILURE

MY PART
My name: .................................................................

- I HAVE TICKED THE BOXES THAT SHOW MY MISTAKE
  - Bullying
  - Lack of Respect for others and/or
    - Noncompliance
  - Disturbing learning
  - Physically hurting others
  - Damage to property
  - Stealing
  - Swearing
  - Refusal to work

My signature: ................................................................. Date: .... / ....

- I HAVE WRITTEN/DRAWN TO EXPLAIN MY MISTAKE

ABOUT FIXING MY MISTAKE
I will fix my mistake by...

Using my COOL 'n CLEVER trick........................................................................

When I will do this fixing ...........................................................................

By myself, () With help, ()

MY TEACHER'S PART
Please contact me about this matter.

YES. | NO. Preferred time: .................................................................

Comments if required: ...........................................................................

Signed: .............................................................................................. Date: .... / ....

MY PARENT/CAREGIVER'S PART
We want to discuss this matter.

YES. | NO. A preferred time: .................................................................

Comment: ...........................................................................................

How we can help at home: ...........................................................................

Signed: .............................................................................................. Date: .... / ....
Appendix 2
Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)

Purpose

1. Mackay North 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 Mackay North 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 Mackay North 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 Mackay North 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, or seeking adult assistance. 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 Mackay North State School are an addition to their already research-validated school-wide 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 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 three (3) school rules and have been taught the expected behaviours attached to each rule in all areas of the school
   - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
   - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
   - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

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 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. This lesson is usually delivered by the Deputy Principal.

11. The initial lesson can be 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. These lessons will be delivered where necessary.

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 Mackay North 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. Mackay North State School uses behavioural data for decision-making. This data is entered into our database 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

Prohibited Items – Knives

WORKING TOGETHER TO KEEP MACKAY NORTH STATE SCHOOL SAFE

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

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

If a student has a knife a school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

What kinds of knife are banned?

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

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

• If a student has a knife at school, principals can inform the police.
• Possessing a knife at school may result in serious disciplinary consequences, this may include suspensions from the school for a period of time.
• Police can search a student and their property at school if they suspect a student has a knife.
• A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
• School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
• If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
• If the student does have a knife at school, it can be confiscated by the principal and given to the police.

How can parents help to keep Mackay North State School safe?

• Make sure your child knows what the laws and rules are about knives.
• Do not include knives or knife tools in children’s lunch boxes, pencil cases or craft kits.
• Contact your school principal if you believe your child is being bullied or threatened at school.
• If you want to talk about students and knives at school, please contact the school office.
# Appendix 4

## Mackay North State School

### Incident Report – Part A

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Location (please tick)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>Class: Playground</td>
</tr>
<tr>
<td>Time:</td>
<td></td>
</tr>
<tr>
<td>Referring staff member:</td>
<td>Specialist Lesson</td>
</tr>
<tr>
<td></td>
<td>Classroom</td>
</tr>
<tr>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

### Problem Behaviour

<table>
<thead>
<tr>
<th>Minor (Please tick)</th>
<th>Major (Please tick)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Defiance/Disrespect</td>
<td>Defiance/Disrespect</td>
</tr>
<tr>
<td>Low intensity brief failure to follow directions</td>
<td>Continued refusal to follow directions, talking back and / or socially rude interactions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Physical Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student engages in non-serious but inappropriate physical contact.</td>
</tr>
<tr>
<td>Physical Aggression</td>
</tr>
<tr>
<td>Actions involving serious physical contact where injury may occur (eg hitting, punching, hitting with an object, kicking, scratching etc)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Inappropriate language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low intensity language (eg shut up, idiot etc)</td>
</tr>
<tr>
<td>Inappropriate / Abusive language</td>
</tr>
<tr>
<td>Repeated verbal messages that involve swearing or use of words in an inappropriate way directed at other individual or group</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Disruption</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low intensity but inappropriate disruption.</td>
</tr>
<tr>
<td>Disruption</td>
</tr>
<tr>
<td>Repeated behaviour causing an interruption in a class or playground. (eg. Yelling or screaming, noise with material, disrupting games, sustained out of seat behaviour etc)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Property Misuse</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low intensity misuse of property.</td>
</tr>
<tr>
<td>Vandalism</td>
</tr>
<tr>
<td>Student engages in an activity that results in substantial destruction or disfigurement of property</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dress Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student wears clothing that is near, but not within, the dress code guidelines defined by the school.</td>
</tr>
<tr>
<td>Dress Code</td>
</tr>
<tr>
<td>Refusal to comply with school dress code.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Safety</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student engages in brief or low-level safety violation not involving hurting any other individuals or groups.</td>
</tr>
<tr>
<td>Safety</td>
</tr>
<tr>
<td>Student engages in frequent unsafe activities where injury may occur.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dishonesty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student engages in minor lying/cheating not involving any other person.</td>
</tr>
<tr>
<td>Major Dishonesty</td>
</tr>
<tr>
<td>Student delivers message that is untrue and / or deliberately violates rules and/or harms others</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harassment / Bullying</td>
</tr>
<tr>
<td>Repeated teasing, physical and verbal intimidation of a student.</td>
</tr>
<tr>
<td>Other</td>
</tr>
</tbody>
</table>

### School Expectation Category

<table>
<thead>
<tr>
<th>Be SAFE</th>
<th>Be Respectful</th>
<th>Be Responsible</th>
</tr>
</thead>
</table>

### Others involved in incident

<table>
<thead>
<tr>
<th>None</th>
<th>Peers</th>
<th>Staff</th>
<th>Other</th>
</tr>
</thead>
</table>
Appendix 4

Incident Report – Part B

Name: ___________________________  Date: ___________________________

Person Completing Form:

<table>
<thead>
<tr>
<th>Name PROBLEM BEHAVIOUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of incident</td>
</tr>
<tr>
<td>Time incident started</td>
</tr>
<tr>
<td>Time incident ended</td>
</tr>
</tbody>
</table>

Where was the student when the incident occurred?

Who was working with the student when the incident occurred?

Where was staff when the incident occurred?

Who was next to the student when the incident occurred?

Who else was in the immediate area when the incident occurred?

What was the general atmosphere like at the time of the incident?

What was the student doing at the time of the incident?

What occurred **immediately** before the incident? Describe the activity, task, event.

Describe what the student did during the incident.

Describe the level of severity of the incident. (e.g. damage, injury to self/others)

Describe who or what the incident was directed at.

What action was taken to de-escalate or re-direct the problem?

Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing).
Appendix 5

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 you 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 modified to accommodate their specific receptive and expressive needs.
STUDENT MOBILE PHONE POLICY

Rationale

The mobile phone is an effective and quick means of communication. Where unforeseen events occur, mobile phones provide students and their families with a ready means of communication. Primary school aged children; however, do not need access to mobile phone during the normal course of a school day. This is necessary to prevent interference with teaching and learning.

In normal circumstances, parents or caregivers wishing to leave messages for their children should do so by telephoning the school office. Staff endeavour to ensure messages are passed on to students as soon as possible.

Front office staff also assists students who need to contact family or other persons in an emergency.

Guiding Principles -

- Mobile phones are considered “Personal Technology Devices” and therefore must be used in accordance with the Personal Technology Devices policy. (see Appendix 1)
- Phones are easily lost and damaged, so looking after them is just another unnecessary distraction for students at school.
- Emergency contact can always be made through the front office.
- Students who feel unwell MUST contact home via the front office. They must NOT use a mobile phone. This allows the first aid people to monitor the sick person while they wait to be collected. It also avoids students leaving the school without a record being made.
- The school cannot and will not take responsibility for phones that are stolen or damaged while at school.

Procedures

1. Mobile phones are not to be brought to school by student unless the following circumstance has been discussed with and agreed to by the principal:

   - The parent has requested that the student needs the mobile phone for contact between parent and child outside school hours. In this case the mobile phone will be turned off and handed in to the office immediately on the student’s arrival at school and will be collected at the end of the school day.

2. Any student found acting in breach of these guidelines can expect that a staff member will take possession of the mobile phone and deliver it to the principal. The mobile phone will be turned off and stored securely. The parent/caregiver will then be contacted and the asked to come to the school to collect the mobile phone.
We prefer that mobile phones are not brought to school but do realise that parents may have need to keep in contact with their children before and after school. There is always the provision for the student to contact parent and vice versa through the use of the office phones. We request that parents assist us in managing this mode of communication in the school.

APPENDIX 1

The Use of Personal Technology Devices at School

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

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.

Recording voice and Images

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

We uphold the value of trust and the right to privacy at Mackay North 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).

A student at school who uses a personal technology device to record private conversations,
ordinary school activities 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).

**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.

**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, Tamagotchi®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, IPods® and devices of a similar nature.