Merinda State School

Responsible Behaviour Plan for Students

1. Purpose

The Department of Education, Training and the Arts is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.

At Merinda State School we believe that all members of our school community (students, staff, parents, visitors) have the right to feel safe and valued.

In conjunction with these rights, all members have the responsibility for their own positive interactions and successful learning outcomes, and must have an understanding of appropriate and inappropriate behaviours and the consequences of both.

Through the development and maintenance of a supportive school environment all school members contribute to a preventative approach to inappropriate behaviour and the reduction of stress, whilst acknowledging that some inappropriate behaviour occurs as a normal dimension of childhood and adolescence. Effective Student Behaviour Management does not eliminate inappropriate behaviour, it manages students so that disruption is reduced and success is increased.

In managing student’s behaviour it is essential that a balanced approach be followed. The crucial factor in managing behaviour is what we do when students exhibit appropriate behaviour. An over-reliance on limit setting/negative consequences is adopting a hostile approach to students and is in no-one’s best interest and is likely to result in ineffective behaviour management.

We see the primary focus of teachers as imparting information and developing a wide range of skills in the students with whom they are engaged. The responsibility for behaviour belongs to the students and their parents, with the teacher and school reinforcing and developing appropriate behaviour in order to reduce the inappropriate behaviour of some students and the interference this causes with other students’ learning.

Hence, by developing a whole school approach to the management of behaviour, we believe we can create a positive learning environment in which each individual is valued and cared for in a manner which will assist them to reach their full potential and to become self-disciplined, making increased quantities of responsible behavioural choices. In turn the quality of learning experiences for each student will be optimised.

2. Consultation and data review

Merinda State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through staff meetings and P&C meetings. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2012-2015 also informed the development process.
The Plan was endorsed by the Principal and the President of the P&C in February 2016, and will be reviewed in 2018 as required in legislation.

3. Learning and behaviour statement

At Merinda State School we believe that all people choose the behaviour they exhibit and must be responsible for the choices they make, be they appropriate or inappropriate choices. The first step in managing behaviour is to look for those behaviours we desire at Merinda State School and ensure that children are recognised for their displays of appropriate behaviours. There is a large range of suitable positive reinforcers which can be utilised to ensure that greater frequencies of appropriate behaviours occur.

All areas of Merinda State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours which aligns with the school’s Learning and Wellbeing Framework. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Merinda State School to create and maintain a positive and productive learning and teaching environment, where all school community members have clear and consistent expectations and understandings of their role in the educational process.

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

- Be safe
- Be responsible
- Be respectful.

Our school rules have been agreed upon and endorsed by all staff and our school Parents & Citizens Association. They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour

Our school community believes in:

- providing learning activities appropriate to student developmental levels;
- promoting multiple intelligences and student identification of strengths and weaknesses in order to build holistic capacity for each student;
- the significant impact that behaviour can have on student learning;
- caring and respect for others, property and the learning environment;
- promoting self-confidence and the courage to ‘have a go’ at new and challenging activities;
- self-reflection and ownership of behavioural choices;
• children learn at different rates and through a variety of learning styles and activities;
• education as a life-long process;
• equitable, non-discriminatory and non-violent actions being practiced and reinforced;
• all school community members should feel safe and valued;
• respecting the rights of everyone to learn/teach to their full potential;
• caring for the school environment and for each other;
• quality curriculum programs, interpersonal relationships and school organisation to produce worthwhile social and academic outcomes for all;
• school policy which includes proactive steps to promote self-worth and self-discipline, and graduated reactive steps to deal with various situations that may arise;
• our school community providing appropriate social role models;
• manners and respect as important elements of student development;
• promoting self-discipline through both intrinsic and extrinsic motivation, moving gradually towards greater intrinsic motivation.
• The Nine Values for Australian Schooling identified in the National Framework for Values Education in Australian Schools also underpins our school’s responsible behaviour plan.

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

• Universal behaviour support

Our whole school approach provides a supportive learning environment through:
• providing an engaging curriculum aimed at maximising student learning opportunities;
• open communication with the school community on The Code of School Behaviour and the school’s Responsible Behaviour Plan for Students;
• shared school values and a positive, inclusive culture;
• the implementation of leadership programs such as Student Council;
• establishment of agreed programs and procedures that are known and understood by all members of the school community;
• staff, student and parent access to professional development, education or training;
• managing incidents through clear and well-understood processes;
• supporting students and building strong community relationships.

Merinda State School’s processes and procedures to implement the Code of School Behaviour and Responsible Behaviour Plan for Students are focused on a proactive base aimed at ‘catching kids being good’ and recognising that positive behaviour through a range of affirmative actions. This affirmation is implemented in conjunction with our Social Skills Program and a range of other programs aimed at developing student self-discipline and socially appropriate behaviours.
• verbal and non-verbal praise;
• class/school awards eg. Student of the Week
• stickers;
• focused free time;
• awards presented on parade;
• special jobs/responsibilities;
• communication home to parents informing them of outstanding behaviours – email, communication book, phone call
• class dojos.

As a school we have expected roles and responsibilities for all school community members as follows:

**ROLES AND RESPONSIBILITIES**

**ALL SCHOOL COMMUNITY MEMBERS**

- conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.

**STUDENTS**

- behave in a responsible manner
- take responsibility for their own behaviour and learning
- learn to the best of their ability and actively participate in the school’s education program
- cooperate with staff and others in authority
- strive for personal success
- value and respect all school community members including themselves
- value and respect all school community property

**TEACHERS**

- teach and evaluate students
- provide programs suitable to the needs of individual students
- provide a safe and supportive learning environment
- contribute to a supportive school environment
- value and respect all school community members
- strengthen self-confidence and self-worth amongst students
- reflect and implement the values and beliefs of the school community
- initiate and maintain constructive communication and relationships with students and parents/carers
- encourage parents to take an active interest in the progress of their child
- exchange ideas on quality teaching practices regularly and openly
- create exciting and active learning environments
- implement behaviour management strategies
- provide skills which assist students make responsible choices
- contribute positively to behaviour support plans which concern students in their care
- role model self-managing behaviours.

**PRINCIPAL**

- contribute to a supportive school environment
- role model self-managing behaviours
- value and respect all school community members
- strengthen self-confidence and self-worth amongst students
- reflect and implement the values and beliefs of the school community
- encourage parents to take an active interest in the progress of their child
- provide skills which assist students make responsible choices
- play a strong leadership role in implementing and communicating *(The Code)* in the school community
- ensure consistency and fairness in implementing the school’s *(Responsible Behaviour Plan for Students)*
- communicate high expectations for individual achievement and behaviour
- review and monitor the effectiveness of school practices and their impact on student learning
- support staff in ensuring compliance with The Code and facilitate professional development to improve the skills of staff to promote responsible behaviour.

**ADMINISTRATIVE SUPPORT STAFF**
- support classroom teachers in the location and allocation of resources
- complete tasks as directed by the Principal
- contribute to a supportive school environment
- value and respect all school community members
- role model self-managing behaviours

**TEACHER AIDES**
- reflect and implement the values and beliefs of the school community
- value and respect all school community members
- role model self-managing behaviours
- contribute to a supportive school environment
- implement behaviour management strategies
- prepare and supervise student work areas, e.g. small group activities, playground duty
- support classroom teachers in the implementation of programs
- complete tasks as directed by classroom teachers or Principal e.g. record keeping, preparing resources

**PARENTS/COMMUNITY**
- value and respect all school community members
- role model self-managing behaviours
- ensure children are equipped for school, arrive and depart punctually
- ensure children attend school daily unless ill
- show an active interest in their child’s schooling and progress
- cooperate with the school to achieve the best outcomes for their child
- support school staff in maintaining a safe and respectful learning environment for all students
- initiate and maintain constructive communication and relationships with school staff regarding their child’s learning, wellbeing and behaviour e.g. report any incidents to class teacher or Administration
- contribute positively to behaviour support plans that concern their child.

The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school setting.
<table>
<thead>
<tr>
<th>Merinda State School Expectations Matrix</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Whole School</strong></td>
</tr>
<tr>
<td><strong>Classroom/Transition/Lining Up</strong></td>
</tr>
<tr>
<td><strong>Entering/Leaving school</strong></td>
</tr>
<tr>
<td><strong>Outside Play, Under cover area play, Sports Room</strong></td>
</tr>
<tr>
<td><strong>Eating/Tuckshop</strong></td>
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<tr>
<td><strong>Toilets</strong></td>
</tr>
<tr>
<td><strong>Excursions/Off Campus</strong></td>
</tr>
<tr>
<td><strong>Be Safe</strong></td>
</tr>
<tr>
<td>- I keep my hands and feet to myself</td>
</tr>
<tr>
<td>- I report any concerns</td>
</tr>
<tr>
<td>- I model safe behaviour</td>
</tr>
<tr>
<td>- I sit and wait supervised until the second bus arrives</td>
</tr>
<tr>
<td>- I play under the covered area before school</td>
</tr>
<tr>
<td>- I ask permission to leave any setting</td>
</tr>
<tr>
<td>- I walk quietly and orderly at all times</td>
</tr>
<tr>
<td>- Enter and exit the classroom in an orderly manner</td>
</tr>
<tr>
<td>- I use classroom equipment and furniture safely</td>
</tr>
<tr>
<td>- I am only in the classroom when a teacher is present</td>
</tr>
<tr>
<td>- I wear shoes, sunscreen and a broad brimmed hat</td>
</tr>
<tr>
<td>- I use equipment safely</td>
</tr>
<tr>
<td>- I play school approved games</td>
</tr>
<tr>
<td>- I stay in supervised areas</td>
</tr>
<tr>
<td>- I walk on concrete</td>
</tr>
<tr>
<td>- I return sports equipment in a safe manner</td>
</tr>
<tr>
<td>- I sit while eating</td>
</tr>
<tr>
<td>- I eat my own food</td>
</tr>
<tr>
<td>- I use my own drink bottle</td>
</tr>
<tr>
<td>- I eat in the under covered area</td>
</tr>
<tr>
<td>- I line up and wait my turn quietly</td>
</tr>
<tr>
<td>- I place my order and money in the collection box</td>
</tr>
<tr>
<td>- I follow adult directions</td>
</tr>
<tr>
<td>- I look after my buddy</td>
</tr>
<tr>
<td>- I stay alert</td>
</tr>
<tr>
<td>- I stay with the group</td>
</tr>
<tr>
<td><strong>Be Respectful</strong></td>
</tr>
<tr>
<td>- I treat others the way I want to be treated</td>
</tr>
<tr>
<td>- I look and listen to others when they speak</td>
</tr>
<tr>
<td>- I follow adult directions straight away</td>
</tr>
<tr>
<td>- I use positive language and my good manners</td>
</tr>
<tr>
<td>- I care for my school and the environment</td>
</tr>
<tr>
<td>- I wear my school uniform with pride</td>
</tr>
<tr>
<td>- I follow classroom directions</td>
</tr>
<tr>
<td>- I care for personal and school property</td>
</tr>
<tr>
<td>- I raise my hand to speak</td>
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<tr>
<td>- I talk in turns</td>
</tr>
<tr>
<td>- I line up/sit at the next available space and do the Body S (Legs crossed, back up straight, hands in your lap, eyes on the speaker and listening ears on)</td>
</tr>
<tr>
<td>- I keep noise to a minimum</td>
</tr>
<tr>
<td>- I arrive and leave in an orderly manner</td>
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<tr>
<td>- I am an good ambassador for our school</td>
</tr>
<tr>
<td>- I encourage others to join in when playing</td>
</tr>
<tr>
<td>- I share equipment and playing areas</td>
</tr>
<tr>
<td>- I consider others</td>
</tr>
<tr>
<td>- I play fairly by the rules</td>
</tr>
<tr>
<td>- I treat sports equipment carefully</td>
</tr>
<tr>
<td>- I keep eating areas clean &amp; tidy</td>
</tr>
<tr>
<td>- I reduce, reuse and recycle</td>
</tr>
<tr>
<td>- I am respectful of others food choices</td>
</tr>
<tr>
<td>- I respect privacy of others</td>
</tr>
<tr>
<td>- I use a quiet voice in the toilet</td>
</tr>
<tr>
<td>- I use polite language</td>
</tr>
<tr>
<td>- I wear the appropriate clothing for the activity</td>
</tr>
<tr>
<td>- I am a good ambassador for our school</td>
</tr>
<tr>
<td><strong>Be Responsible</strong></td>
</tr>
<tr>
<td>- I clean up after myself</td>
</tr>
<tr>
<td>- I am honest</td>
</tr>
<tr>
<td>- I am on time and organised</td>
</tr>
<tr>
<td>- I am responsible for my behaviour and accept the outcomes</td>
</tr>
<tr>
<td>- I take responsibility for solving my own problems using words</td>
</tr>
<tr>
<td>- I keep the classroom tidy</td>
</tr>
<tr>
<td>- I am responsible for my learning</td>
</tr>
<tr>
<td>- I complete my tasks</td>
</tr>
<tr>
<td>- I take an active role in classroom activities</td>
</tr>
<tr>
<td>- I remind my parents to advise the school if I am late or absent</td>
</tr>
<tr>
<td>- I leave the school promptly</td>
</tr>
<tr>
<td>- I have my name marked on the school bus roll</td>
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<tr>
<td>- I show good sportsmanship</td>
</tr>
<tr>
<td>- I pack lunchboxes away</td>
</tr>
<tr>
<td>- I am respectful of my body by making healthy choices</td>
</tr>
<tr>
<td>- I return tuckshop equipment</td>
</tr>
<tr>
<td>- I report damages</td>
</tr>
<tr>
<td>- I return to class promptly</td>
</tr>
<tr>
<td>- I conserve water</td>
</tr>
<tr>
<td>- I go to the toilet at the first bell of each session</td>
</tr>
<tr>
<td>- I am organised</td>
</tr>
</tbody>
</table>
Reinforcing expected school behaviour
At Merinda State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement.

Merinda State School Positive Stickers/Stamps
Staff members hand ‘Gotchas’ and/or class dojos out each day to students they observe following school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When they ‘catch’ a student following the rules, they can choose to give them a ‘Gotcha’ or class dojo. The ‘Gotchas’ are collected and each week there is a draw for each class on parade, the winning student receives a prize from the school prize box. Class dojos accumulate and result in students receiving prizes from their class teacher and Bronze, Silver and Gold Behaviour certificates.

Each week, a particular behaviour will be targeted across the school (See Appendix 1 - Behaviour of the Week) through discussions in class and discussion on school parade. Students displaying this behaviour will be awarded ‘Gotchas’.

Record keeping
Positive behaviour support measure are recorded using One School.
- **Targeted behaviour support**

At Merinda State School all staff are involved in the support of students who may need more targeted behaviour support due to the size of our school community. We access Student Support Team (SST) meetings to discuss students who may need specific targeted support and a team approach is used to formulate and record strategies to be used. Parents/carers are involved in this process through the classroom teachers.

Strategies used for targeted behaviour support include:
- positive reinforcement
- curriculum adjustment
- communication with parents/carers
- direct additional support
- special jobs/responsibilities

<table>
<thead>
<tr>
<th>Positive Reinforcement</th>
<th>Reinforcement is provided in relation to specifically identified positive behaviours (e.g., sitting appropriately). Positive reinforcements such as behaviour charts, body language, proximity reinforcement and awards are all examples of possible specific behaviour reinforcers.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Adjustment</td>
<td>If determined by staff, appropriate adjustments may be made to curriculum-related areas. These adjustments may include less curriculum work, an IEP working with a peer or older student.</td>
</tr>
<tr>
<td>Communication with Parents/Carers</td>
<td>Communication with parents/carers occurs throughout this targeted behaviour support phase in order to promote the opportunity for success. Teachers will make direct contact either by telephone, email or note to keep parents/carers informed of progress, particularly positive outcomes.</td>
</tr>
<tr>
<td>Direct Additional Support</td>
<td>If deemed necessary a student may be supported through direct additional teacher aide time or referral to the Learning Support Teacher for assessment and assistance.</td>
</tr>
</tbody>
</table>
| Special Jobs/Responsibilities | A student receiving targeted behaviour support may benefit from added responsibilities within the classroom or school. These responsibilities may include:  
  - peer tutoring  
  - working with a younger or older classmate  
  - classroom jobs  
  - school jobs (putting up the flags) |

Record keeping

Targeted behaviour support measures are recorded using One School.

- **Intensive behaviour support**

At Merinda State School students who are considered to be seriously at risk of significant educational underachievement due to inappropriate behaviour are supported in a range of ways.

The class teacher is assigned as the case manager for a student identified as seriously at risk and commences the process of support through referral to the Student Support Team. Through this referral a team approach is enacted with all
staff working collaboratively to assist the referred student. The process is as follows:

- Referral made to Student Support Team (SST)
- Discussion at SST meeting
- Collation of data on student i.e. planning room referrals, suspensions, etc.
- Consultation with parent/carer
- Referral to Guidance Officer for assessment and behavioural support
- Development of Individual Behaviour Support Plan by team

A range of strategies aimed at preventing further behavioural issues, supporting both the student and the teacher, and to guide the actions taken by teachers if further disruptive behaviour occurs will be developed as a part of the Individual Behaviour Support Plan.

At all times parents/carers will be kept informed re student behaviour of a significant nature, both positive and negative. Consequences for continued significant inappropriate behavioural choices will be determined on an individual basis.

Record keeping
Intensive behaviour support measure are recorded using One School.

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. All staff members receive training each year in handling emergency or critical incidences appropriately. Formal debriefing for staff and students is led by a staff member trained in the process who has not been involved in the event.

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; and
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Merinda 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; and
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:
- property destruction;
- school disruption;
- refusal to comply;
- verbal threats; and
- leaving a classroom or the school, unless student safety is clearly threatened.

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

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

- Behaviour incident report (Appendix 8);
- Health and Safety incident record (link); and
- Debriefing report (for student and staff) (Appendix 9).

6. Consequences for unacceptable behaviour

Merinda State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. A behaviour incident report (Appendix 8) is used to record all minor and major problem behaviour. The recording of three minor behaviours constitutes a major behaviour. These behaviours are also recorded using One School.

Minor and major behaviours

When responding to problem behaviour, the staff member first determines if the problem behaviour is minor or major, with the following agreed understanding:

- **Minor** problem behaviour is handled by staff members at the time it happens.
- **Major** problem behaviour is referred directly to the school Administration team.

Minor behaviours are those that:

- are minor breeches of the school rules;
- do not seriously harm others or cause you to suspect that the student may be harmed;
- do not violate the rights of others in any other serious way;
- are not part of a pattern of problem behaviours; and
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

- a minor consequence, logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion, completion of a ‘Think Sheet’ (See Appendix 3);
- a re-direction procedure. The staff member takes the student aside and:
  1. names the behaviour that student is displaying;
  2. asks student to name expected school behaviour;
  3. states and explains expected school behaviour if necessary; and
  4. gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:

- significantly violate the rights of others;
- put others/self at risk of harm; and
- require the involvement of school Administration.

Major behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour.
Major problem behaviours may result in the following consequences:

- **Level One:** Time in office, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence; AND/OR

- **Level Two:** Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school;

- **Level Three:** Students who engage in very serious problem behaviours such as major violent physical assault or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

The following table outlines examples of minor and major problem behaviours:
## Consequences for Inappropriate Behaviour at Merinda State School

### Level 1
- Being loud/noisy
- Damaging equipment, gardens, furniture
- Not using manners
- Littering
- Raising your voice
- Pushing into line

### Level 2 (minor)
- Minor vandalism
- Name calling / swearing
- Rude / inappropriate actions
- Disobedience / non-compliance
- Teasing or passing on comments
- Excluding others
- Entering the personal space of others
- Pushing, rough play
- Disrupting teaching

### Level 3 (major)
- Major vandalism
- Bullying
- Non-physical intimidation or harassment (staring, following, warning gestures)
- Repeated disobedience / non-compliance
- Serious physical violence (kicking, hitting, fighting, punching, biting, spitting etc)
- Highly dangerous / damaging actions
- Threats of violence against teachers or students

### Persistent Level 1 behaviour moves to Level 2

### Persistent Level 2 behaviour moves to Level 3

### Merinda State School has a **ZERO TOLERANCE** policy on physical violence

Adapted from Osborne State School Consequences for Inappropriate Behaviour

Template Version Control: 24 January 2014
Ensuring consistent responses to problem behaviour

At Merinda State School staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Students also receive training about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member redirects their behaviour or consequences are applied for problem behaviour. Whilst proactive and preventive approaches are used mostly, certain types of behaviour are unacceptable. The Procedure for Documentation and Actions will be followed if the inappropriate behaviour continues.

Procedures for Documentation and Actions

1. Staff make entries on the Behaviour Incident Record Slip (see Appendix 8) or directly into One School Database (see Appendix 10) about behaviour issues to be recorded on One School Database. (Breaches must be deemed serious enough or of a continual similar nature to warrant reporting otherwise the person on duty deals with the situation without reporting it – minor offences.)
2. A record of documented breaches will be maintained by the Principal and teachers on the One School Database.
3. Teachers will monitor patterns of behaviour to decide if further action is needed, if the Principal needs to be informed or if behaviour modification has occurred.
4. Principal will interview students and document findings on One School Database.
5. Serious breaches must be brought to the Principal’s immediate attention.
6. Principal, in consultation, with teacher/s will request parent interview and document interview on One School Database.
7. Principal may request Guidance Officer and Behaviour Management Support Teacher involvement.
8. An Individual Behaviour Support Plan will be implemented. This is produced in conjunction with teacher, Principal, student, parents/guardians and at times Guidance Officer and/or Behaviour Management Support Teacher.
9. Review of plan at a set date will take place and modifications made.
10. Progress will be monitored. Parents will be consulted and informed of progress and actions.
11. Any noticeable changes in a student’s behaviour must be documented so that appropriate action can be taken.
12. On the basis of documentation of incidents or a specific incident suspension or exclusion may occur. Police action may also be required.
13. If the Principal feels the “good order” of the school is in jeopardy the Principal may:
   • Suspend the student for up to 5 days without an appeal.
   • Suspend the student for up to 20 days, subject to an appeal.
   • Recommend exclusion to the Regional Executive Director for approval.

The most stringent step of exclusion is considered only when all other approaches have been exhausted and the individual circumstances have been considered. For example, students involved in selling or supplying drugs, violent assaults or use of weapons can expect to be recommended for exclusion.
As stated in the Safe, Supportive and Disciplined School Environment policy, the Principal has the ability to apply School Disciplinary Absences in the following cases:

**Grounds for Suspension and Exclusion include:**
- Wilful disobedience
- Misconduct
- Other disruptive behaviour that adversely impacts on students' learning

**Grounds for Exclusion**
- A student may be suspended with a proposal/recommendation to exclude as per the grounds outlined for suspension, but the student's disobedience, misconduct or any other conduct must be so serious that suspension of the student is inadequate to deal with the behaviour.
- Additionally, a student may be suspended with a proposal/recommendation to exclude for the student's contravention of a Behaviour Improvement Condition (BIC).
- A principal may only recommend the exclusion to their supervisor if they believe it would be inappropriate for the principal to make a decision to exclude the student from the school.

**Grounds for Cancellation of Enrolment**
- The enrolment of a post compulsory age student may be cancelled if the behaviour of the student of post compulsory school age amounts to a refusal to participate in the educational program provided at the school.

Procedures set out in Safe, Supportive and Disciplined School Environment for suspensions and exclusions will be followed.

7. **Network of student support**

Merinda State School is able to access support both within the Department of Education, Training and the Arts and through the community.

At Merinda State School we work collaboratively to provide support for all members of our school. We believe that solutions are only successful if changes are seen as meaningful and feasible by all those involved. We encourage all members of our school community to take an active role in managing student behaviour.

Within our school, all staff play an important role educating and counselling students as well as correcting negative behaviours and encouraging and reinforcing positive behaviours.

Our School Captains and Student Leaders are seen as a student contact through which students can raise concerns and discuss problems that may arise.

Parental support is paramount when resolving behavioural issues. Parents are encouraged to work together with school personnel to establish effective strategies and plans to support students.

**Process for Managing Support Network**

Students identified as requiring behaviour support are referred to the school Student Support Team which meets on a monthly basis. The committee reviews each case on an individual basis and determines appropriate actions to be implemented.
Roles and Responsibilities

<table>
<thead>
<tr>
<th>Key personnel</th>
<th>Roles and Responsibilities</th>
<th>Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidance Officer</td>
<td>Observations / meet with key stakeholders / counselling</td>
<td>Referral – Special Needs</td>
</tr>
<tr>
<td>Principal</td>
<td>Liaise and support key stakeholders</td>
<td>Analysis of behaviour data &amp; staff consultation</td>
</tr>
<tr>
<td>External Agencies</td>
<td>Support student on identified goals</td>
<td>Referral – Special Needs</td>
</tr>
</tbody>
</table>

This network of support is coordinated at the school through the Student Support Team and a clearly identified case coordinator as indicated through the Intensive Behaviour Support process. An outline of some of these include:

<table>
<thead>
<tr>
<th>SCHOOL BASED SERVICES</th>
<th>DISTRICT &amp; OTHER E.Q. SERVICES</th>
<th>COMMUNITY SERVICES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidance Officer</td>
<td>Behaviour Advisory Teacher</td>
<td>Department of Child Safety</td>
</tr>
<tr>
<td>Parents</td>
<td>Teacher Advisor Educational Adjustment (TAEA)</td>
<td>Juvenile Aid Bureau</td>
</tr>
<tr>
<td>Teachers</td>
<td>District Behaviour Advisory Services</td>
<td>Qld Health Services (Nurse)</td>
</tr>
<tr>
<td>Support Staff</td>
<td>Senior Guidance Officer</td>
<td>Disability Services Qld</td>
</tr>
<tr>
<td>Administration</td>
<td>Access to Behaviour Management Funding</td>
<td></td>
</tr>
<tr>
<td>Student Support Services</td>
<td>Alternative Schooling Provisions</td>
<td></td>
</tr>
</tbody>
</table>

8. Consideration of individual circumstances

Merinda State School uses strategies that take into account the different abilities, skills and life experiences of students through our curriculum, interpersonal relationships and organisational practices. A range of significant factors are considered when choosing responses to student behaviour, including context, emotional well-being, culture, gender, race, socioeconomic situation and impairment, all of which can influence the way in which students act and react to adult responses.

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 will be considered at all times.

9. Related legislation

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

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

11. Some related resources
• National Safe Schools Framework
• Working Together resources for schools
• Cybersafety and schools resources
• Bullying. No way!
• Take a Stand Together
• Safe Schools Hub

Endorsement

[Signatures]
Principal
P&C President or
Chair, School Council

Date effective: from 2016 to 2018
## APPENDICES

### Appendix 1

### Behaviour/Rule of the Week

#### Term 1

<table>
<thead>
<tr>
<th>Week</th>
<th>Focus</th>
<th>Behaviour/Rule</th>
<th>FRIENDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Be safe</td>
<td>I walk quietly and orderly at all times</td>
<td>N – Nurture</td>
</tr>
<tr>
<td>2</td>
<td>Be safe</td>
<td>I am only in the classroom when a teacher is present</td>
<td>D – don’t forget to be brave</td>
</tr>
<tr>
<td>3</td>
<td>Be Respectful</td>
<td>I clean up after myself</td>
<td>F – care about others feelings</td>
</tr>
<tr>
<td>4</td>
<td>Be safe</td>
<td>Enter and exit the classroom in an orderly manner</td>
<td>R – relax</td>
</tr>
<tr>
<td>5</td>
<td>Be responsible</td>
<td>I complete my tasks</td>
<td>I – I can try</td>
</tr>
<tr>
<td>6</td>
<td>Be Respectful</td>
<td>I encourage others to join in when playing</td>
<td>E – encourage others</td>
</tr>
<tr>
<td>7</td>
<td>Be respectful</td>
<td>I use positive language and my good manners</td>
<td>Nurture – Quality time with other members</td>
</tr>
<tr>
<td>8</td>
<td>Be Responsible</td>
<td>I am responsible for my learning</td>
<td>D – don’t forget to be brave</td>
</tr>
<tr>
<td>9</td>
<td>Be Respectful</td>
<td>I care for personal and school property</td>
<td>S – stay happy</td>
</tr>
<tr>
<td>10</td>
<td>Be Safe</td>
<td>I use toilets appropriately/I model safe behaviour</td>
<td>S – stay happy</td>
</tr>
</tbody>
</table>

#### Term 2

<table>
<thead>
<tr>
<th>Week</th>
<th>Focus</th>
<th>Behaviour/Rule</th>
<th>FRIENDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Be safe</td>
<td>I walk on concrete</td>
<td>N – Nurture</td>
</tr>
<tr>
<td>2</td>
<td>Be safe</td>
<td>I line up and wait quietly</td>
<td>D – don’t forget to be brave</td>
</tr>
<tr>
<td>3</td>
<td>Be Respectful</td>
<td>I wear my school uniform with pride</td>
<td>F – care about others feelings</td>
</tr>
<tr>
<td>4</td>
<td>Be safe</td>
<td>I use classroom equipment and furniture safely</td>
<td>R – relax</td>
</tr>
<tr>
<td>5</td>
<td>Be responsible</td>
<td>I am on time and organised</td>
<td>I – I can try</td>
</tr>
<tr>
<td>6</td>
<td>Be Respectful</td>
<td>I follow adult directions straight</td>
<td>E – encourage</td>
</tr>
<tr>
<td>Week</td>
<td>Focus</td>
<td>Behaviour/Rule</td>
<td>FRIENDS</td>
</tr>
<tr>
<td>------</td>
<td>----------------</td>
<td>----------------------------------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>7</td>
<td>Be respectful</td>
<td>I keep noise to a minimum</td>
<td>others</td>
</tr>
<tr>
<td>8</td>
<td>Be Responsible</td>
<td>I show good sportsmanship</td>
<td>D – don’t forget to be brave</td>
</tr>
<tr>
<td>9</td>
<td>Be Respectful</td>
<td>I reduce, reuse and recycle</td>
<td>S – stay happy</td>
</tr>
<tr>
<td>10</td>
<td>Be Safe</td>
<td>I follow adult directions</td>
<td>S – stay happy</td>
</tr>
</tbody>
</table>

**Term 3**

<table>
<thead>
<tr>
<th>Week</th>
<th>Focus</th>
<th>Behaviour/Rule</th>
<th>FRIENDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Be Safe</td>
<td>I wear shoes, sunscreen and a broad brimmed hat</td>
<td>F – I care about others feelings</td>
</tr>
<tr>
<td>2</td>
<td>Be Respectful</td>
<td>I respect the privacy of others</td>
<td>F – I care about others feelings</td>
</tr>
<tr>
<td>3</td>
<td>Be Responsible</td>
<td>I return to class promptly</td>
<td>R – relax</td>
</tr>
<tr>
<td>4</td>
<td>Be safe</td>
<td>I eat my own food</td>
<td>I – I can try</td>
</tr>
<tr>
<td>5</td>
<td>Be Respectful</td>
<td>I play fairly and by the rules</td>
<td>E – encourage others</td>
</tr>
<tr>
<td>6</td>
<td>Be Respectful</td>
<td>I use a quiet voice, when necessary</td>
<td>F – I care about others feelings</td>
</tr>
<tr>
<td>7</td>
<td>Be Responsible</td>
<td>I report damages</td>
<td>R – relax</td>
</tr>
<tr>
<td>8</td>
<td>Be safe</td>
<td>I keep my hands and feet to myself</td>
<td>I – I can try</td>
</tr>
<tr>
<td>9</td>
<td>Be Respectful</td>
<td>I consider others</td>
<td>E – encourage others</td>
</tr>
<tr>
<td>10</td>
<td>Be Safe</td>
<td>I follow adult directions</td>
<td>I – I can try</td>
</tr>
</tbody>
</table>

**Term 4**

<table>
<thead>
<tr>
<th>Week</th>
<th>Focus</th>
<th>Behaviour/Rule</th>
<th>FRIENDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Be safe</td>
<td>I use classroom equipment safely</td>
<td>N – Nurture</td>
</tr>
<tr>
<td>2</td>
<td>Be safe</td>
<td>I ask permission to leave any setting</td>
<td>D – don’t forget to be brave</td>
</tr>
<tr>
<td>3</td>
<td>Be Respectful</td>
<td>I care for my school and the environment</td>
<td>F – care about others feelings</td>
</tr>
<tr>
<td>4</td>
<td>Be safe</td>
<td>Enter and exit the classroom in an orderly manner</td>
<td>R – relax</td>
</tr>
<tr>
<td>5</td>
<td>Be responsible</td>
<td>Body 5</td>
<td>I – I can try</td>
</tr>
<tr>
<td>6</td>
<td>Be Respectful</td>
<td>I encourage others to join in when playing</td>
<td>E – encourage others</td>
</tr>
<tr>
<td>7</td>
<td>Be respectful</td>
<td>I treat others the way I want to be treated</td>
<td>Nurture – Quality time with other members</td>
</tr>
</tbody>
</table>
Appendix 2

Prompts for Managing Games at Lunchtime

What game are we going to play today?
Games should be non-contact and co-operative as much as possible
Students can use equipment from the sports shed
The game should be chosen co-operatively and should be inclusive
Eg. Touch football, capture the flag, Eda, soccer

What are the rules?
Try to keep the list of rules short and simple
Make sure all the children understand them and they are clear

What happens if someone gets out, scores a goal etc?
This should be decided before the game commences
This should be decided co-operatively

What happens if someone breaks the rules?
Decide on a consequence before the game begins – it could be 1 minute on the sideline
There should be opportunity for the child to return to the game

If you feel the game is not going well, how could you communicate this?
Use words not hands or feet
Tell the teacher

If you don’t want to play anymore, what should you do?
Let the group know
Appendix 3

’s Think Sheet

<table>
<thead>
<tr>
<th>What I chose to do:</th>
<th>kick</th>
<th>hit</th>
<th>push</th>
<th>bite</th>
<th>talk or scream</th>
<th>run</th>
<th>not work</th>
<th>pinch</th>
<th>use unkind words</th>
<th>throw something</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Kick" /></td>
<td><img src="image" alt="Hit" /></td>
<td><img src="image" alt="Push" /></td>
<td><img src="image" alt="Bite" /></td>
<td><img src="image" alt="Talk or scream" /></td>
<td><img src="image" alt="Run" /></td>
<td><img src="image" alt="Not work" /></td>
<td><img src="image" alt="Pinch" /></td>
<td><img src="image" alt="Use unkind words" /></td>
<td><img src="image" alt="Throw something" /></td>
<td></td>
</tr>
</tbody>
</table>

It made __________ feel:

<table>
<thead>
<tr>
<th>happy</th>
<th>sad</th>
<th>mad</th>
<th>scared</th>
<th>frustrated</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Happy" /></td>
<td><img src="image" alt="Sad" /></td>
<td><img src="image" alt="Mad" /></td>
<td><img src="image" alt="Scared" /></td>
<td><img src="image" alt="Frustrated" /></td>
</tr>
</tbody>
</table>

Next time I can choose to:

<table>
<thead>
<tr>
<th>have SAFE feet</th>
<th>have SAFE hands</th>
<th>use kind words</th>
<th>listen and not talk during instruction</th>
<th>ask for a calm break</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Have SAFE feet" /></td>
<td><img src="image" alt="Have SAFE hands" /></td>
<td><img src="image" alt="Use kind words" /></td>
<td><img src="image" alt="Listen and not talk during instruction" /></td>
<td><img src="image" alt="Ask for a calm break" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>say “I need space.”</th>
<th>ask someone to &quot;Please stop.&quot;</th>
<th>follow directions</th>
<th>stay in my work area</th>
<th>say, “I don’t understand.”</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Say I need space" /></td>
<td><img src="image" alt="Ask someone to Please stop" /></td>
<td><img src="image" alt="Follow directions" /></td>
<td><img src="image" alt="Stay in my work area" /></td>
<td><img src="image" alt="Say I don’t understand" /></td>
</tr>
</tbody>
</table>

When I make a positive choice like that:

<table>
<thead>
<tr>
<th>others will want to be with me</th>
<th>others will feel good around me</th>
<th>others want to play with me</th>
<th>people will know that I am kind</th>
<th>I will feel proud of myself</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Others will want to be with me" /></td>
<td><img src="image" alt="Others will feel good around me" /></td>
<td><img src="image" alt="Others want to play with me" /></td>
<td><img src="image" alt="People will know that I am kind" /></td>
<td><img src="image" alt="I will feel proud of myself" /></td>
</tr>
</tbody>
</table>
Appendix 4

Cyber Bullying

This is where people use electronic communication to harm other. Cyber bullies can use text messages, phone calls, email instant messaging, social networking sites and webpages to embarrass others.

The main forms of cyber bullying are identified as:

- Flaming: online fights using electronic messages with angry or vulgar messages;
- Harassment: repeatedly sending nasty, mean or insulting messages;
- Denigration: posting or sending gossip or rumours about a person to damage his/her reputation or friendships;
- Outing: sharing someone’s secrets or embarrassing information or images online;
- Exclusion: intentionally and cruelly excluding someone from an online group; and
- Cyber stalking: (repeated, intense harassment and denigration that includes threats or creates significant fear.

Appendix 5

The Use of Personal Technology Devices* at School

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

Certain Personal Technology Devices Banned From School

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

Confiscation

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

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

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

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 Merinda State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination, among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying\(^1\) or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

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

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

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

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

Assumption of cheating
Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume

\(^1\) Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

**Recording Private Conversations and the Invasion of Privacy Act 1971**

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

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

**Special Circumstances Arrangement**

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

*Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, 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.*

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**Appendix 6**

**The Use of Knives at School**

**Fact Sheet**

**Working together to keep Merinda State School Safe**

We can work together to keep knives out of school. At Osborne 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 at school, they can expect serious consequences, such as a complaint or criminal charges filed with police. 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.
- 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 students help to keep Merinda State School safe?

- Make sure you know the laws and rules about knives.
- Ask your parents not to put knives or knife tools in your lunch box, pencil case or craft kit.
- Contact your teacher if you are being bullied or threatened at school.
- Immediately tell a teacher or adult if you think someone has a knife 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 that could injure them.

How can parents help to keep Merinda 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 principal.
Appendix 4
Temporary Removal of Student Property by School Staff

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

Process
Confiscation of property
- Property may be temporarily removed from a student if the staff member is reasonably satisfied the removal is necessary to:
  - preserve the caring, safe, supportive and productive learning environment of the school;
  - maintain and foster mutual respect among staff and students at the school;
  - encourage all students to take responsibility for their own behaviour and the consequences of their actions;
  - provide for the effective administration of matters about the students of the school; or
  - ensure compliance with the school’s Responsible Behaviour Plan for Students or any other directive, guideline or policy.

Return of confiscated property
- Ensure property held by the school is made available for collection within a reasonable time period by the student or, if the student is a child, the principal or staff member may choose to make the property available for collection to the parent only if it is more appropriate to do so, given:
  - its condition, nature or value;
  - to ensure the safety of the student or staff; or
  - for the good order and management, administration and control of the school.
- Ensure property made available for collection is in the same condition as when the property was removed.

Circumstances where confiscated property need not be made available for collection
- If the property is illegal to possess, threatens the safety or wellbeing of students or staff or is reasonably suspected to have been used to commit a crime:
  - notify police about the removal of the property;
  - if police state that they will come to the school to investigate matters relating to the property, the property need not be made available for collection until they do so; or
  - if the police seize the property under the Police Powers and Responsibilities Act 2000 (Qld) the property need not be made available by the school for collection.
- If police decide not to seize the property, it must be made available for collection as soon as practicable thereafter.
- Where staff have made reasonable efforts to notify the student or the student’s parents that the property is available for collection but has not been able to make contact need not make the property available for collection.
- Where staff reasonably suspect that the student is not the lawful owner of the property, staff need not make the property available for collection. In
this case, staff must make reasonable efforts to ascertain the ownership of the property.

Deciding a reasonable time to make property available for collection
- Consider, in deciding a reasonable time for making property available for collection:
  - the condition, nature or value of the property;
  - the circumstances in which the property was removed;
  - the safety of the students from whom the property was removed, other students or staff members; and
  - good management, administration and control of the school.

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

Parent Responsibilities
- Ensure children do not bring property onto school grounds that:
  - is illegal to possess;
  - puts at risk the safety or wellbeing of other students or staff;
  - does not preserve a caring, safe, supportive or productive learning environment;
  - does not maintain and foster mutual respect; or
  - is prohibited according to the school’s Responsible Behaviour Plan for Students.
- Collect property temporarily removed from their child as soon as possible after they have been notified the property is available for collection.
Appendix 8

Merinda State School: Behaviour Incident Report

__/____/_____

Student/s: ____________________________

**Reporting staff member:** ____________________________

**Incident Type:** Minor  Major

**Period (please circle):**
- Bus line
- Before school
- Morning session
- Lunch
- Middle session
- After school
- Afternoon tea
- Afternoon session
- Oval
- Playground
- Undercover area

**Location (please circle):**
- Amenities
- Bus line
- Classroom
- Demountable building
- Library
- Office
- Oval
- Playground
- Undercover area

**Witnesses**

---

Please tick all that are appropriate:

<table>
<thead>
<tr>
<th>Category</th>
<th>Strategies</th>
<th>Motivation for Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bullying/harassment</td>
<td>Exclusion</td>
<td>Obtain peer attention</td>
</tr>
<tr>
<td>Defiant/threat/s to adults</td>
<td>Suspension</td>
<td>Obtain adult attention</td>
</tr>
<tr>
<td>Disruptive</td>
<td>Natural consequence</td>
<td>Obtain tangible object</td>
</tr>
<tr>
<td>Dress code</td>
<td>Restorative justice</td>
<td>Obtain activity or event</td>
</tr>
<tr>
<td>IT misconduct</td>
<td>Verbal warning</td>
<td>Obtain sensory stimulation</td>
</tr>
<tr>
<td>Late</td>
<td>Time Out</td>
<td>Escape/avoid activity or event</td>
</tr>
<tr>
<td>Lying/Cheating</td>
<td>No play</td>
<td>Escape/avoid instructional task</td>
</tr>
<tr>
<td>Non-compliant with routine</td>
<td>Meeting with principal</td>
<td>Escape/avoid peer attention</td>
</tr>
<tr>
<td>Other conduct prejudicial to the good order and management of the school</td>
<td>Phone call to parents</td>
<td>Escape/avoid sensory stimulation</td>
</tr>
<tr>
<td>Physical misconduct</td>
<td>Behaviour Management Plan</td>
<td></td>
</tr>
<tr>
<td>Possess prohibited items</td>
<td>Meeting with parents</td>
<td></td>
</tr>
<tr>
<td>Property misconduct</td>
<td>Sent home early</td>
<td></td>
</tr>
<tr>
<td>Refusal to participate in program of instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Substance misconduct involving illicit substance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Substance misconduct involving tobacco and other illegal substances</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third minor referral</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Threat/s to others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Truant/skip class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verbal misconduct</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Incident details:**

This should include information on: location; staff and students present; lesson or event; observed behaviour of the student; who or what the behaviour was directed towards; action taken to de-escalate the behaviour; any other relevant details.

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Template Version Control: 24 January 2014
Appendix 9

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.
Appendix 10
One School Behaviour Incident Record (single student)

Behaviour Incident Record (multiple students)

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