



EDUCATION QUEENSLAND

Moranbah East State School

The Code of School Behaviour

Better Behaviour
Better Learning



Responsible Behaviour Plan for Students

2013-2015

based on *The Code of School Behaviour*



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Moranbah East State School

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1. Purpose

Moranbah East is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

2. Consultation and data review

Moranbah East developed this plan in collaboration with our school community. Consultation with parents, staff and students was undertaken through survey distribution and community meetings held during September 2009. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2006-2009 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and the Executive Director of Schools in October 2009, and will be reviewed in 2012 as required in legislation.

3. Learning and behaviour statement

All areas of Moranbah East 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. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Moranbah East 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.

It follows, therefore, that five guiding principles will determine our practice:

1. In order for this school to operate effectively and serve the needs of all students in the school, we the students, the teachers, parents and community members understand and accept that certain kinds of behaviour are expected.
2. We believe that each person should be treated fairly and that each person - students, teachers and parents - has **rights** which will be recognised by all those involved in the school community.
3. Related to these rights are certain **responsibilities** that must be recognised and accepted by those involved in the school community.



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4. It must be realised and accepted that certain **consequences** will follow when these rights are infringed or these responsibilities are not accepted.
5. All consequences are aimed at positively influencing students' behaviours and attitudes.

These principles are enacted through the four school rules and the implementation of the closely linked You Can Do It! Education Program.

In 2013 the school adopted four rules; **Be Respectful, Be a Safe, Be Responsible and Be a Learner**. Staff allocates a block of teaching time at the commencement of each week to educate and reinforce the value of these rules. A matrix of expectations describes the desired behaviours in various situations for any school day (classroom, eating time, playtime, moving between classrooms) and consequences for breaches are also described.

The You Can Do It! program identifies the 5 Core Social and Emotional Capabilities ("Foundations") and supporting 12 associated Habits of the Mind that help all children to develop their academic, emotional and interpersonal capabilities.

The **5 Foundations or Keys to Success** define socially responsible behaviour, recognising democratic values of respect, equality and concern for the welfare, rights and dignity of all members of the school community.

Keys to Success	Habits of the Mind
CONFIDENCE	Accepting Myself Taking Risks Being Independent
PERSISTENCE	Believing 'I Can Do It' (Optimism) Giving Effort Working Tough
ORGANISATION	Setting Goals Managing My Time
GETTING ALONG	Being Tolerant of Others Thinking First (Reflective Problem Solving) Playing by the Rules
RESILIENCE	Staying Calm & Bouncing Back



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

When parents enrol their children at Moranbah East they enter into a partnership with the school by signing an enrolment agreement which sets out the responsibilities of the student, parents or carers and the school staff regarding the education of students. We aim to develop partnerships with parents that maintain a safe and supportive learning environment.

At Moranbah East it is the responsibility of students to:

- attend school regularly, on time, be ready to learn and take part in school activities
- act at all times with respect and show tolerance towards other students and staff
- work hard and comply with requests or directions from the teacher and principal
- abide by school rules, meet homework requirements and wear school's uniform
- respect the school environment.

At Moranbah East it is the responsibility of parents to:

- show an active interest in their child's schooling and progress
- inform the school know if there are any problems that may affect their child's ability to learn
- inform the school of the reason for any absence
- treat school staff with respect and tolerance
- support the authority and discipline of the school enabling their child to achieve maturity, self discipline and self control
- abide by school's policy regarding access to school grounds before, during and after school hours.

At Moranbah East it is the responsibility of the school /staff to:

- develop each individual student's talent as fully as possible
- inform parents and carers regularly about how their children are progressing
- inform students, parents and carers about what the teachers aim to teach the students each term
- teach effectively and to set the highest standards in work and behaviour
- take reasonable steps to ensure the safety, happiness and self-confidence of all students
- be open and welcoming at all reasonable times and offer opportunities for parents and carers to become involved in the school community
- clearly articulate the school's expectations regarding the responsible behaviour plan for students and the school's dress code policy
- ensure that the parent is aware of the school's record-keeping policy including the creation of a transfer note should the student enrol at another school
- set, mark and monitor homework regularly in keeping with the school's homework policy
- contact parents and carers as soon as is possible if the school is concerned about the child's school work, behaviour, attendance or punctuality
- deal with complaints in an open, fair and transparent manner
- consult parents on any major issues affecting students
- treat students and parents with respect and tolerance.



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Universal behaviour support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Moranbah East we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. These social competencies and skills are taught in structured lessons as outlined in the You Can Do It! Education Program. YCDI's focus is on building the social, emotional and motivational capacity of students rather than on their problems and deficits. This program is embedded in the school's curriculum framework and is an integral part of the school's curriculum, ensuring that it is maintained and enhanced over time. It is specifically designed to:

- develop a supportive, productive and safe school environment for learning and teaching
- assist students to develop improved self-esteem through getting to know and understand themselves better
- foster mutual respect
- encourage all students to take increasing responsibility for their own behaviour and the consequences of their actions.

Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

Moranbah East implements the following proactive and preventative processes and strategies to support student behaviour:

- Induction programs in the Moranbah East Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

Reinforcing expected school behaviour

At Moranbah East 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 using the 5 Keys to Success 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 and rewards.

Moranbah East You Can Do It! Gotcha Tickets and Awards

Staff members hand You Can Do It!/ Gotcha tickets 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 ticket. When students are given a ticket they take it home to be signed by their parent, then return it to school to place it in their classroom box.

Each week on parade the submitted cards are combined and an adult randomly selects a student from each year level. These students are issued with a voucher that can be redeemed at the tuckshop. Each ticket is then removed and tallied. At the end of each term the class with the highest number of Gotcha cards receives a class reward. When an agreed number (1000) of cards is reached



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across the whole school, a whole school reward is offered. Cards are never removed as a consequence for problem behaviour.

Re-directing low-level and infrequent problem behaviour

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to give a Formal Warning and remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations.

Our preferred way of re-directing low-level problem behaviour is to ask them to think of the 5 Keys to Success. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.



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Responding to unacceptable behaviour

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others. At Moranbah East we have a 3 step Classroom Exit Strategy to provide support to both teachers and students.

CLASSROOM EXIT STRATEGY

CLASSROOM STRATEGIES & REWARD SYSTEMS
 Watch and Cue

Student Non-compliant



FORMAL WARNING
 Say something/Signal/Choice

Student Non-compliant



TIME ASIDE
 5-10 minute max
 Time to think/Calm down/Time to regroup

Student Non-compliant



SUPPORTED EXIT TO BUDDY CLASSROOM
 (With work as appropriate)

- Student out for the remainder of the session.
- At the end of the session student sent to their class teacher to discuss incident and ask permission to return after the break.
- Record on OneSchool and parent contacted.

Student Non-compliant



SUPPORTED EXIT TO OFFICE
 (With work unless otherwise arranged)
 Record on OneSchool and parent contacted.

If a dangerous situation arises, remove the class and call for support to assist student at risk.



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Targeted behaviour support

Each year a small number of students at Moranbah East are identified as needing a little bit extra in the way of targeted behavioural support. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

Students nominated to participate in the Social Skilling Program attend their normal scheduled classes and activities with appropriate adjustments if required. However they are withdrawn with peers from their sector and participate in lessons that focus on effective work habits, social skills and to building good peer and staff relationships.

The Social Skilling Program is coordinated by the school Chaplain with input and support from administration.

Students whose behaviour does not improve after participation in the Social Skilling Program, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

Intensive behaviour support

Moranbah East 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.

If more intensive support is warranted, the classroom teacher refers the student, with supporting documentation, to the Social Justice Committee.

Following referral, a committee 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.

The Support Team:

- works with other staff members to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection
- makes adjustments as required for the student, and
- works with the classroom teacher, student and parents to achieve continuity and consistency.

Parent involvement must continue through all management stages. Parent interviews with the class teacher, student and Principal or Deputy are focussed on a coordinated approach to setting a more positive pattern of behaviour.

All staff members are provided with continuous professional development consisting of an overview of the referral and response process, and the reporting responsibilities of staff and of the students being supported.



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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
- causing or at risk of causing serious property damage.

Appropriate physical intervention may be used to ensure that Moranbah East'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



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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:

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

Any physical intervention made must:

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

Record keeping

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

- incident report recorded on Oneschool
 - Health and Safety incident record
 - debriefing report (for student and staff)
- (Appendix 1)**

6. Consequences for unacceptable behaviour

Moranbah East 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. All behaviour incidents (from minor to major) are recorded on Oneschool (Education Queensland database).

(See *Behaviour Chart at the end of this section*)

Minor and major behaviours

When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor, 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



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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
- 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.
- 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
 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
- 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. The staff member then enters the incident on Oneschool which refers the student to Administration.

Major problem behaviours may result in the following consequences:

- Time in office, alternate lunchtime activities, loss of privilege (badge or extra-curricular activity), restitution, loss of break times, warning regarding future consequence for repeated offence
AND/OR
- Parent contact, referral to Guidance Officer, referral to Social Justice Committee, suspension from school
- 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.

At Moranbah East there is no differentiation between the classroom and playground with regards to the behaviour expected. This is also the case in the instance of sports, extra-curricular activities and other celebratory events.



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Relate problem behaviours to expected school behaviours

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour,
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

Should a problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Ensuring consistent responses to problem behaviour

At Moranbah East 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 re-directs their behaviour or consequences are applied for problem behaviour.

7. School Disciplinary Absences

At Moranbah East School Disciplinary Absences, including suspension and exclusion, will only be applied after consideration has been given to all other responses.

Grounds for suspension include:

- Disobedience
- Misconduct
- Other conduct of the student that is prejudicial to the good order and management of Moranbah East State School.

Suspension periods include:

- 1 – 5 days
- 6 – 20 days

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.

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

A student may be suspended with a recommendation to exclude as per the grounds for suspension but the student's disobedience; misconduct or any other conduct must be so serious that suspension is inadequate to deal with behaviour. 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.



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8. Knives at Moranbah East SS

As a school community we can work together to keep knives out of school. At Moranbah East SS:

- Every student has the right to feel safe and be safe at school.
- There is no reason for a student to have a knife at school.
- No knives are allowed to be taken to school by students.
- It is against the law for a student to have a knife at school.
- A student that has a knife at school can receive very serious consequences.

What kinds of knife are banned?

Students are not allowed to have any type of knife at school including:

- flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives
- any item that can be used as a weapon, for example, a chisel.

If a student should need a knife or tools for school subjects, school staff will provide them and supervise their use.

What will happen if I bring a knife to school?

- If a student has a knife at school, the principal may call the police.
- Police can search students and their property at school if they think they have a knife.
- If a student has a knife at school, they may be disciplined by:
 - Parent contact, referral to Guidance Officer referral to Social Justice committee, suspension from school
 - Students who engage in very serious problem behaviours such as major violent physical assault or the use of supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.
- Students may be charged with a criminal offence and face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers can be searched if the principal suspects that a student has a knife on or in school property.
- If the principal thinks a student has a knife in their bag, the bag can be confiscated until police arrive.
- If a student has a knife at school, it can be confiscated by the principal and given to the police.
- Students may face serious disciplinary consequences if they bring a knife to school.

How can the school community help to keep Moranbah East SS safe?

Students should:

- Know the laws and rules about knives.
- Ask parents not to put knives or knife tools in your lunch box, pencil case or craft kit.
- Contact their teacher if they are being bullied or threatened at school.
- Immediately tell a teacher or adult if you suspect 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.



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Whilst the focus is on proactive and preventive whole school approaches, certain types of behaviour are unacceptable and responses can include a variety of given consequences.

Minor Offence:

Classroom:

- Failure to follow teacher/aide/parent directions
- Not completing class work due to disruptive behaviours
- Calling out
- Rudeness – back chatting
- Disruptive behaviour which prevents learning and teaching
- Arriving late for class

Playground:

- Failure to follow teacher/aide/parent directions
- Littering
- Playing inappropriately
- Running on cement
- Playing in out-of-bounds area
- Not wearing correct uniform/hat
- Poor sportsmanship



Action

1. Teacher deals with student on the spot – use appropriate consequence
 Eg: Littering – pick up litter
 See Behaviour Management Strategy Handbook

Students at this stage are dealt with by teacher, NOT administration

Moderate Offence:

• **Repeated minor offences**

- Verbal harassment and teasing (name-calling)
- Offensive language/gestures
- Damage to own and others' property
- Leaving school grounds without permission
- Inappropriate behaviour during off-campus activity
- Physical assault - minor



Action

1. Teacher deals with student on the spot– Time Aside; Supported Exit
2. Record on Oneschool OR Orange Playground Incident Record Sheet.
3. If a child receives 3 reports within a week, parents/caregivers need to be contacted and detention occurs at Office.

Major Offences:

• **Repeated moderate offences**

- Endangering self and others
- Bullying (all types)
- Fighting
- Misuse of or deliberate damage to school resources/equipment
- Use of illegal substances on school property (smoking, alcohol, drugs)
- Unlawful conduct (vandalism, theft)
- Truancy
- Physical assault - major



Action

1. Teacher deals with student on the spot. Student is sent to the office - with note OR office notified via intercom OR student is delivered by teacher.
2. Parents are contacted.
3. Behaviour Contract negotiated with student, teacher, parents, and Admin.
4. Guidance Officer involved if necessary.
5. Suspension OR exclusion may need to be considered. **This consequence would only be used after consideration has been given to all other responses and the unique circumstances of the situation have been considered.**



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Bullying and Harassment (including Cyberbullying)

Moranbah East strives to create positive, predictable environments for all students at all times of the day. The disciplined teaching environment that we create 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.

There is no place for bullying and harassment at Moranbah East. 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.

Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying and harassment in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective responses to all problem behaviour, including bullying and harassment, in such a way that those who bully are not socially reinforced for demonstrating it.

The anti-bullying procedures at Moranbah East are an addition to our schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

At Moranbah East there is broad agreement among students, staff and parents that bullying and harassment is observable and measurable behaviour. When considering whether or not bullying or harassment 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 or harassment 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.

Bullying and harassment may be related to:

- race, religion or culture
- disability
- physical appearance or health conditions
- sexual orientation
- sexuality
- young carers or children in care
- economic status



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Bullying and harassment behaviours that will not be tolerated at Moranbah East include:

physical	kicking, hitting, pushing, pinching, spitting, tripping, punching, shoving, flicking, throwing objects
verbal	name-calling, teasing, taunting, mocking, making offensive comments, putting others down
psychological	threats, stalking, offensive gestures, standover tactics
social	taking belongings, ignoring, gossiping, excluding people from groups, spreading hurtful and untruthful rumours, producing offensive graffiti
sexual	unwanted touching, picking on someone because of their sexual orientation
cyber	inappropriate text messaging, sending offensive or degrading images and/or comments by phone or internet/email, communicating false pretences, forwarding of other students private communication, establishment of websites to humiliate others

What does Moranbah East do to prevent bullying?

1. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:
 - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
 - All students know the 5 Keys to Success and have been taught the expected behaviours attached to each key 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 playground 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 playground areas.
2. The student curriculum modules of the You Can Do It! Program consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.



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3. Teachers identify a 5-step process (Ignore, Talk friendly, Talk firmly, Move away, Report) to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.
4. Specific lessons are scheduled, on a needs basis, to address particular 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.
5. Moranbah East takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'. To facilitate this students are given opportunities during lessons to role-play situations they may be confronted with.
6. Moranbah East uses behavioural data for decision-making. This data is entered into Oneschool on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

The Use of Personal Technology Devices* at School

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

Moranbah East places a high importance 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 mobile phones, 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

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.



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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 Moranbah East. 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 bullying¹ 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.

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



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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.

9. Network of student support

Students at Moranbah East are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Senior Guidance Officer
- School Chaplain
- School Based Police Officer
- School Based Youth Health Nurse
- Youth Support Coordinator.

Support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council

10. 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.



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Moranbah East considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
 - express opinions in an appropriate manner and at the appropriate time
 - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
 - receive adjustments appropriate to their learning and/or impairment needs

11. 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 1995
- 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](#)



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11. Some related resources

Moranbah East Behaviour Management Strategy Handbook
Essential Skills for Behaviour Management
Bullying. No Way!
<http://www.cybersmart.gov.au>

Endorsement

Principal

P&C President

Assistant Regional Director

Date effective:

from 01 January 2013 to 31 December 2015



11. Some related resources

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Debriefing Report

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

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

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

Debriefing should provide information on:

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

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

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

Questions for staff

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

Questions for student

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

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



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