Mt Gravatt East State School

**Responsible Behaviour Plan for Students**

based on *The Code of School Behaviour*

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1. **Purpose**

   **Our vision:** High expectations, inclusive and engaging education, achieving in a safe and respectful community.

   Mount Gravatt East State School is committed to providing a safe, respectful and disciplined learning environment with high expectations 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**

   Mount Gravatt East State School developed this plan in collaboration with our school community. Consultation with parents, staff and students was undertaken through surveys distributed and community meetings held.

   Important data sets for this school relating to attendance, unexplained absences, suspensions and exclusions and behaviour incidents, including bullying and cyber-bullying and online behaviour including inappropriate use of mobile phones or other electronic devices, were reviewed to inform the development process.

   The Plan was endorsed by the Principal, the President of the P&C Association, Executive Director (Schools) and Assistant Regional Director, and will be reviewed in 2016 as required in legislation.

3. **Learning and behaviour statement**

   All areas of Mount Gravatt East State School are learning and teaching environments. We consider the Responsible Behaviour Plan to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs.

   Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Mount Gravatt East 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 expectations to teach and promote our high standards of responsible behaviour:

   - Be Safe
   - Be Respectful
   - Be a Learner

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

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

Universal Behaviour Support

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

Mount Gravatt East State School implements the following proactive and preventative processes and strategies to support student behaviour:

- School newsletter updates, enabling parents to be actively and positively involved in school behaviour expectations.
- SWPBS Leadership team members’ provision of information to staff and parents, and support to others in sharing successful practices and programs.
- Induction programs in the Mount Gravatt East State School Responsible Behaviour Plan for Students delivered to new students as well as new and staff.
- Individual behaviour learning plan/checklist developed with students, parents and relevant specialists (where appropriate) for students who demonstrate repeated inappropriate or unacceptable behaviour to provide a personal framework of positive behaviour expectations and actions and to enable staff to provide consistent strategies or adjustments across all learning environments.
- Implementation of specific policies to address:
  - the use of personal property technology devices at school (Appendix 1) [Appropriate Use of Mobile Telephones and other Electronic Equipment by Students]
  - procedures for preventing and responding to incidents of bullying (including cyber-bullying and recording incidents for data collection) (Appendix 2)
  - procedures regarding the use or possession of weapons including knives and any other items that could be considered a weapon in school (Appendix 3).

School Wide Behavioural Expectations Matrix

A set of behavioural expectations in specific settings has been attached to each of our three school expectations. The School-Wide Expectations Teaching Matrix outlines our agreed rules and specific behavioural expectations in all school settings.

These expectations are communicated to students via a number of strategies, including:

- Social Skill lessons conducted by classroom teachers
- Reinforcement of learning from lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.
**Benefits of School-Wide Positive Behaviour Support**

SWPBS emphasises the use of preventative, teaching, and reinforcement-based strategies to achieve meaningful and durable behaviour outcomes.

Consistent language and predictable consequences applied by all staff, at all times, and in all locations in the school is key to the program's success with students. These expectations and consequences are also shared with parents.

SWPBS forms the basis of a consistent whole-school system and supports the Department of Education and Training priority to promote positive behaviour in schools.

Through SWPBS, Mount Gravatt East State School has access to the resources and tools we need to make evidence-based decisions about additional programs and professional development needs for staff.

The active engagement of parents in meaningful activities in the school is important. Staff at Mount Gravatt East State School make a conscious effort to broaden the involvement of families at the school-wide level, and have identified many activities in which parents can play an expanded and important role.

Our SWPBS committee consists of staff, a representative from Before School and After School Care and a member of the Parents and Citizens Association. The active involvement of parents helps ensure that the academic and social competency outcomes of SWPBS processes are endorsed by educators, students, families and the broader community. The many representatives of our team are highly valued and provide a balanced representation in regular meetings.

**Reinforcing expected school behaviour**

At Mount Gravatt East 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. Students are explicitly taught appropriate strategies and behaviours. Behaviour data from One School records is reviewed regularly by the SWPBS team and staff to inform planning for explicit instruction of behavior expectations.

| School-wide Continuum of School Wide Procedures for Encouraging Social Behaviour |
|---------------------------------|-------------------------------|-------------------------------|-------------------------------|
| **Level 1** | **FREE and FREQUENT** | **LEVEL 2** | **LEVEL 3** |
| **Whole School** | Individual Buzz award (predominantly playground) | MGESS silicon band awarded for 20 Buzz awards. (4 different bands available over the year) | Recipients of 4 wristbands receive additional award in 4th term |
| | Weekly lucky draw at assembly per class. | | Term: Reward for best class attendance. |
| **Class** | Buzz awards (specialist tchrs) | Student of the Week Award. | Class Academic Awards. |
| | Class reward system- Lucky Ticket draw (weekly)+ daily stickers, stamps | | Senior’s Annual Awards |

A formal recognition and monitoring system has been developed. The reinforcement system is designed to increase the quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgments and rewards. School-wide behaviour expectations are also reinforced through positive rewards and feedback. The following reward systems are in place to achieve this:

**Buzzes- [Individual]** Buzz cards are issued to students to reinforce appropriate behaviour during class and lunch breaks. Students receive a small reward if drawn from the Buzz Dip on weekly assemblies. When students receive 20 Buzz cards they gain a Mount Gravatt East State School silicone wristband.
Certificates - [Individual]
Student of the Week Certificates are presented at our weekly Assemblies for academic, social, emotional, physical or personal achievements.

Classroom Rewards - Class teachers use a consistent ‘free and frequent’ token system where rewards are negotiated with their students eg. Star sticker charts, class games, lucky dips. Students are rewarded with a ticket. These tickets go into a draw where students are rewarded.

Communication – Negotiated class rules and consequences are communicated to parents at the beginning of the year. All class rules are based on the School’s three expectations. The School Enrolment Package includes a copy of the Responsible Behaviour Plan for Students and an Enrolment Agreement to be signed by students’ carers. School expectations are clearly outlined in enrolment interviews and reminders are outlined in the weekly newsletter and during school assemblies.

Displays – posters in class, around the school and in newsletters.

STUDENT CODE OF ACCEPTABLE BEHAVIOUR LEVELS

Responding to unacceptable behaviour
Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

Unacceptable behaviour is firstly addressed through consultation and a reminder of the appropriate way to act. These behaviours and corresponding consequences may be in the classroom, playground, travel to and from school or in extra curricula activities. Students are explicitly taught about, and regularly reminded of, school rules, their need to make appropriate choices and the consequences of their actions. Every classroom employs the use of a Behaviour Ladder to track student behaviour that also reinforces positive behaviour and outlines consequences for negative behaviour.

During out of classroom hours students who display inappropriate behaviours may be required to undertake a reflection in the Responsible Thinking Room (RTR). Parents are notified in writing and sometimes by phone and are required to receipt written documentation and return to school. Developmental levels of students are taken into consideration when dealing with inappropriate behaviours. All attendances in the RTR are recorded and stored in OneSchool. Continued communication with parents and carers through this process is crucial in maintaining consistency of expectations. Frequency of attendance is monitored and parents are notified when required on a needs basis.

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 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 how they might be able to act more safely, more respectfully or be a learner. 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.

Student Reporting Process
Students have a right to be safe in the school environment. To assist in reducing incidents of bullying, inappropriate or late reporting, and to be able to deal with behaviours quickly and accurately, all students are taught the following strategies:

- Address bullying assertively by using the appropriate strategies. e.g. High Five
- Report the incident to the classroom teacher or teacher on playground duty directly.
- Allow the person on duty to deal with the situation. They will determine the level of consequence eg. “Red Bench Time Out.”
- Students do not need to report the incident to the Principal after they have reported to a staff member unless directed to do so.
Parents are encouraged to support their children when using this process. Children, who bypass this process and only report to parents, do not learn how to proactively address issues.

**Targeted behaviour support:**
Each year a small number students at Mount Gravatt East State School are identified through our data as needing extra in the way of targeted behavioural support. In most cases the inappropriate or unacceptable behaviour 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.

The Student Extension and Intervention Team (SEIT) is coordinated by school representatives; including the Principal, school Guidance Officer, Support Teacher, Head of Curriculum, Classroom Teacher where appropriate strategies and programs are considered for implementation. If necessary, parents are contacted and supportive options are discussed and re clarified as necessary.

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

Students accepted into SEIT attend their normal scheduled classes and activities with appropriate adjustments if required. However they have increased daily opportunities to receive positive contact with adults, additional support from assigned staff and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the Program through academic support, adult mentoring or intensive social skills training.

Targeted behaviour support may include:
- Contact between school and parents/carers.
- Buddy classes – Students are given the opportunity to observe positive behaviours in other classrooms.
- Responsible Thinking Room – Students reflect on their behaviour during lunch time.
- Behaviour Expectation lessons – Explicit teaching of expected behaviours.
- Outside agencies may be contacted to design small group programs that support our school ethos.
- Identifying students/groups at risk - target group and individualised programs through Behaviour Support Services.
- Explicit teaching of proactive strategies for ‘At Risk’ students.

Students whose behaviour does not improve after recommendations and actions from the SEIT or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

**Intensive behaviour support:**
Mount Gravatt East State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents/ caregivers and other relevant specialist staff.

The school based team:
- works with other staff members to develop appropriate behaviour expectations and strategies
- monitors the impact of support for individual students through continuous data collection
- provides consistent strategies and adjustments outlined within the Individual Learning Plan, and
- works with the School Administration to achieve continuity and consistency.

The school based Team has a simple and quick referral system is in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school’s administration and specialist behaviour services staff.
Intensive individualised intervention and adjustment programs are made available when necessary to respond to chronic problem behaviour. This may include:

- Contact between school and parents/carers.
- Adjustments to curriculum to meet individual needs.
- Behaviour Support Services – target referral for groups or individuals.
- Flexible enrolment
- Some teacher aide assistance where available
- Alternative educational programs
- In-school suspension.
- School Disciplinary Absence (1-10 days or 11-20 days).
- Recommendation for Exclusion.

5. Consequences for inappropriate or unacceptable behaviour
Mount Gravatt East State School makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When these behaviour incidents occur, it is important that consequences are predictable. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

A Playground Referral Form (see Appendix 5), an Administration Referral is used to record all minor and major problem behaviour. Behaviour incidents are also recorded on OneSchool. See Flow Charts (see Appendix 7) which outline appropriate steps for both classroom incidents and playground incidents.

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

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

Major behaviours are those that:

- significantly violates the rights of others
- put others / self at risk of harm

Major behaviours result in an immediate referral to school Administration because of their seriousness.

Major unacceptable behaviours may result in the following consequences:

- **Level One:** Time out, RTR (see Safe, Supportive and Disciplined School Environment procedure for guidelines), loss of privilege, restitution, warning regarding future consequence for repeated or persistent inappropriate behaviour.

  AND/OR

- **Level Two:** Parent contact, referral to Guidance Officer, referral to SEIT referral for specialist services and/or other agencies, suspension from school, behaviour improvement conditions.

- **Level Three:** Students who engage in serious unacceptable behaviours such as major violent acts or physical assault or the use/supply or possession of weapons (including knives) or drugs may receive a Behaviour Improvement Condition or a School Disciplinary Absence (suspension or proposal/recommendation for exclusion) as a consequence of unacceptable behaviour.
### Definition of consequences*

<table>
<thead>
<tr>
<th>Consequence</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td><strong>Time out</strong></td>
<td>A Principal or school staff may use time out as a strategy for students to manage or reflect on their own behaviour and/or to assist the student to calm down. During class time out, students are to be supervised and given an opportunity to rejoin class in intervals of no more than 10 minutes. During playground time out, students are required to reflect on inappropriate behaviour in a staff specified playground location during that lunch break.</td>
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<tr>
<td><strong>Buddy Class Referral</strong></td>
<td>During the Buddy Referral time the student will be supervised and rejoin the class within 10-20 minutes.</td>
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<tr>
<td><strong>Detention</strong></td>
<td>A Principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations. A detention is no more than 20 minutes during school lunch or 30 minutes after school (parent will be contacted before after school detention is imposed). Students who are detained during lunch breaks may only be 'benched' for 10 minutes and this consequence is only for minor playground misdemeanours.</td>
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<tr>
<td><strong>Responsible Thinking Room</strong></td>
<td>A Principal or school staff may use RTR as a strategy for students to manage and reflect on their own behaviour. Responsible Thinking Room referrals are predominantly for inappropriate behaviours in the playground before, during and after school.</td>
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<tr>
<td><strong>Temporary Removal of Property</strong></td>
<td>A Principal or staff member of Mt Gravatt East State School has the power to temporarily remove property from a student, as per the procedure Temporary Removal of Student Property by School Staff.</td>
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<tr>
<td><strong>In School Suspension</strong></td>
<td>Student is withdrawn from their classroom for a period of time.</td>
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<tr>
<td><strong>School Disciplinary Absences (SDA)</strong></td>
<td>A Principal may suspend a student from school under the following circumstances:  - disobedience by the student  - misconduct by the student  - other conduct that is prejudicial to the good order and management of the school.</td>
</tr>
<tr>
<td><strong>Behaviour Improvement Condition</strong></td>
<td>A Principal may impose a behaviour improvement condition if the Principal is reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour. A Behaviour Improvement Condition requires the student to undertake a behaviour management program arranged by the school’s Principal. The program must be:  - reasonably appropriate to the challenging behaviour  - conducted by an appropriately qualified person  - designed to help the student not to re-engage in the challenging behaviour  - no longer than three months.</td>
</tr>
<tr>
<td><strong>Proposed exclusion or recommended exclusion</strong></td>
<td>A student may be suspended pending a decision to exclude when the student’s behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:  - disobedience  - misconduct  - other conduct that is prejudicial to the good order and management of the school, or  - breach of Behaviour Improvement Conditions.</td>
</tr>
<tr>
<td><strong>Cancellation of enrolment</strong></td>
<td>The enrolment of a post compulsory school age student may be cancelled if the student’s behaviour amounts to a refusal to participate in the educational program provided at the school.</td>
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</table>
Refer to departmental procedure Safe, Supportive and Disciplined School Environment for further details.

Relate inappropriate or unacceptable behaviour to expected school behaviours

When responding to inappropriate or unacceptable behaviours, staff members ensure that students understand the relationship of the 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 an inappropriate or unacceptable 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 inappropriate or unacceptable behaviour

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

Staff undertake Essential Skills in Classroom Management training as well as Non-Violent Intervention Training to assist with implementing a supportive school environment.

Student disciplinary absences (suspension and exclusion) may be considered:
- in the event of a serious, one-off behaviour incident or
- after consideration has been given to all other responses.

6. Emergency situation or critical incident responses

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe unacceptable behaviour. This consistency ensures that actions taken are responsive to the safety and well-being of students and staff.

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 unacceptable behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety and well-being of the student or others is likely to be placed at serious risk.

Physical Intervention

Staff may make legitimate the use of physical intervention if all non-physical interventions have been exhausted and a student is:
- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Mt Gravatt East State School’s staff demonstrate a duty of care to protect students and staff from foreseeable risks of injury. 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. All staff have been trained in Non-Violence Intervention Training (NCI). A leadership team of six teachers were also trained in the appropriate ‘holds’. All staff members have also completed training in the Essential Skills of Classroom Management.
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:
- 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 reduce the risk of harm to self or others
- 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 documented on OneSchool.

**7. Network of student support**
Students at Mt Gravatt East State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:
- Parents
- Teaching and Non-teaching Staff
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Senior Guidance Officer
- School Chaplain
- School Based Police Officer (Adopt a Cop)
- Behaviour Support Services
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
- Youth and Family Support Services (YFSS)
- Mater Hospital
- Developmental Assessment Team Services
- First Contact

We may access the following resources:

- Online information – Bullying No Way!, Ian Lillico - Boys Forward, Michael Carr-Greg, Steve Biddulph, Christine Richmond and other relevant behaviour support programs
- Inclusive Education links to provide advice regarding students' needs.

8. Consideration of individual circumstances

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

Mount Gravatt East State School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account information relevant to the students' age, gender, disability, cultural background, socioeconomic situation, mental health and wellbeing, emotional state (such as individualised learning plan or individual education plan), and 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
  - receive adjustments appropriate to their learning and/or impairment needs
  - provide written or verbal statements that will be taken into consideration in the decision making processes
  - ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.
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
- Weapons Act 1990
- Work Health and Safety Act 2011
- Work Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related procedures
- 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
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses
- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
- Take a Stand Together

12. Endorsement

Principal
Ange Padgett
P&C Association President
Angela Schreweis
Principal Supervisor
Jeff Geise

Effective Date: 01/01/2015 to 01/01/2018
Appendix 1

The Use of Personal Technology Devices* at School

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

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

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

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

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

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

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

We uphold the value of trust and the right to privacy at Mt Gravatt East State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) to disseminate to others (including distribution by phone or internet posting) build 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 school student 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, 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 proposal/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 the Queensland Police Service.

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

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

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

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

¹ Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Special Circumstances Arrangement
Students who require the use of a personal assistive 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.

Inappropriate behaviour outside of school hours
Students may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

* Personal Technology Devices include, but are not limited to the following devices; portable gaming devices, the IPhone, IPod, IPod Touch or IPad, Tamagotchi® and similar games, laptop computers, PDAs, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones and devices of a similar nature.
Appendix 2

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

Purpose

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

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

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

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

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

Rationale

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

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

**Prevention**

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

9. Cyberbullying often does not occur at school. Students are explicitly taught Cybersafety for example how to safely conduct and internet search, what cyberbullying is and what they should do if they receive unwanted messages including for example:

- Not to respond to messages but keep them to report to parents and/or teachers immediately
- Report any instances they see as a bystander of cyberbullying to parents and/or teachers immediately.

Mt Gravatt East State School will then investigate and respond to any incident of cyberbullying.

10. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.
11. An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

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

13. Mt Gravatt East State School will take part in the National Day of Action Against Bullying and Violence on the third Friday of March each year. This is to highlight the importance of bullying issues within our school community and what our school is doing for prevention.

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

15. Mt Gravatt East State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.
We can work together to keep knives out of school. At Mt Gravatt East State School:

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

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

What kinds of knife are banned?

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

The Principal can take 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. E.g. School Disciplinary Absences; Suspension 1-5 on 6-20 or Exclusion.
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers may be searched if the Principal suspects that a student has a knife on or in school property.
- If the Principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the Principal and given to the police.

How can parents help to keep Mt Gravatt East State School safe?

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

### Whole School

<table>
<thead>
<tr>
<th>Be safe</th>
<th>Be a learner</th>
<th>Be respectful</th>
</tr>
</thead>
<tbody>
<tr>
<td>I keep hands, feet and objects to self. I ask permission to leave any setting. I walk on hard surfaces and use handrails. I am in the right place at the right time. I follow directions promptly. I report unsafe behaviours to a staff member. I wear the correct sun-safe uniform with pride. I leave rocks, sticks, sand and objects on the ground.</td>
<td>I take pride in learning. I am a problem solver. I set goals and work towards them. I always try my best. I am an active listener &amp; participant. I follow school routines. I am prepared. I use technology appropriately.</td>
<td>I communicate appropriately. I give information/ newsletters to my parents. I look after property. I knock, enter, wait, greet when entering a room. I keep our school tidy. I encourage and support others. I help to pack up. I look after the environment and conserve resources. I care about others. I am cooperative. I use manners.</td>
</tr>
</tbody>
</table>

### Learning Zones

<table>
<thead>
<tr>
<th>Be safe</th>
<th>Be a learner</th>
<th>Be respectful</th>
</tr>
</thead>
<tbody>
<tr>
<td>I use all property appropriately. I am eSafe and follow cyber-safety rules. I walk in rooms. I sit on chairs safely. I am only in the classroom when a teacher is present. I ask permission to leave a lesson.</td>
<td>I participate in activities. I complete homework. I set out work appropriately. I ask for help if needed.</td>
<td>I raise my hand to speak and wait to be acknowledged. I listen and applaud politely when appropriate.</td>
</tr>
</tbody>
</table>

### Play Areas

<table>
<thead>
<tr>
<th>Be safe</th>
<th>Be a learner</th>
<th>Be respectful</th>
</tr>
</thead>
<tbody>
<tr>
<td>I stay in designated year level areas. I play school approved games. I keep sand in the sandpit.</td>
<td>I learn new games and activities. I follow agreed rules.</td>
<td>I am a good sport. I invite others who want to join in.</td>
</tr>
</tbody>
</table>

### Eating Zones

<table>
<thead>
<tr>
<th>Be safe</th>
<th>Be a learner</th>
<th>Be respectful</th>
</tr>
</thead>
<tbody>
<tr>
<td>I sit, eat and pack up appropriately.</td>
<td>I eat healthy food.</td>
<td>I use hygienic practices.</td>
</tr>
</tbody>
</table>

### Toilet Zones

<table>
<thead>
<tr>
<th>Be safe</th>
<th>Be a learner</th>
<th>Be respectful</th>
</tr>
</thead>
<tbody>
<tr>
<td>I wash my hands with soap. I use toilets and taps appropriately. I take a buddy during class time. I ask to go to the toilet during class.</td>
<td>I use the toilet at break times.</td>
<td>I give privacy to others. I clean up after myself. I use toilet paper appropriately and flush the toilet.</td>
</tr>
</tbody>
</table>

### Transitions

<table>
<thead>
<tr>
<th>Be safe</th>
<th>Be a learner</th>
<th>Be respectful</th>
</tr>
</thead>
<tbody>
<tr>
<td>I keep left when walking around the school. I move around the school appropriately. I walk in line appropriately. I return to class promptly.</td>
<td>I am engaged and ready to move.</td>
<td>I keep a safe space and respect the personal space of others.</td>
</tr>
</tbody>
</table>

### Before/After School

<table>
<thead>
<tr>
<th>Be safe</th>
<th>Be a learner</th>
<th>Be respectful</th>
</tr>
</thead>
<tbody>
<tr>
<td>I use crossings and designated pathways, and obey supervisors. I go directly to my pick up point. I walk my bike through the school grounds and use my bike safely.</td>
<td>I am always aware of my safety. I know what my responsibilities are before and after school.</td>
<td>I take pride in the community when travelling to and from school. I follow community rules and road rules when travelling to and from school.</td>
</tr>
</tbody>
</table>
APPENDIX 5a

Mount Gravatt East State School     2015

CLASSROOM REFERRAL to ADMINISTRATION (BLUE CARD)

Student’s Name: _______________   Class: _________    Date ____________

Time: _____  Issuing Staff Member: ________________   Subject: ________________

LOCATION: (A)   (AP)   (B)   (CP)   (D)   (E)   (G)   (H)   (L)   (OSG)   (O)   (P)   (PR)   (Q)   (TA)   (TD)   (TL)   (TS) See over page

Class Ladder process followed through to step 5   Yes/ No?

<table>
<thead>
<tr>
<th>Behaviours</th>
<th>Witnessed by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bullying/harassment</td>
<td></td>
</tr>
<tr>
<td>Defiant/threat/s to adults/others</td>
<td></td>
</tr>
<tr>
<td>Inappropriate IT conduct</td>
<td></td>
</tr>
<tr>
<td>Verbal Misconduct</td>
<td></td>
</tr>
<tr>
<td>Physical Misconduct</td>
<td></td>
</tr>
<tr>
<td>Possess/usage prohibited items</td>
<td></td>
</tr>
<tr>
<td>Misconduct involving object/property</td>
<td></td>
</tr>
<tr>
<td>Lying/Cheating/Stealing</td>
<td></td>
</tr>
</tbody>
</table>

Reported by: __________________________

Incident details [mandatory]:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Consequence: __________________________ Date: _____________

Parent contact: YES/ NO   Type: phone, Email, Fax, RTR reflection, letter

Principal’s Notes
________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Principal’s Recommendation
One School Record completed.     Staff Name: ________________

Date recorded: __________________
Signed (One School Recorder): __________________
Mount Gravatt East State School 2015 PLAYGROUND REFERRAL

RTR TIME OUT TICKET/ PLAYGROUND (PINK CARD)

Student’s Full Name: ________________________ Class: ______ Date: ______

Issuing Staff Member: _______________________ Time of Incident: ________

LOCATION: (A) (AP) (B) (C) (CP) (D) (E) (G) (H) (L) (OSG) (O) (P) (PR) (Q) (TA)
(TD) (TL) (TS) See over page

Please complete back page

Behaviours (Tick relevant behaviour/s)

☐ Bullying/harassment  ☐ Physical misconduct
☐ Defiant/threat/s to adults  ☐ Third minor referral
☐ Disruptive  ☐ Threat/s to others
☐ Lying/Cheating/Stealing  ☐ Verbal misconduct
☐ Misconduct involving object/property  ☐ Non compliant with routine

Reported by:  Witnessed by:

Incident details [mandatory]

________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________

Date RTR completed: ___________  RTR staff signature: ______________________

Parent contact: YES/ NO  Type: PC, Email, Fax, RTR reflection, letter

Principal’s Notes:

________________________________________________________________________
________________________________________________________________________

Principal’s Recommendation One School record needed?  Yes  No

One School Record completed.
Name of staff member: ______________________
Date recorded: _________
MOTIVATION FOR BEHAVIOUR [Please tick]

- Obtain peer attention.
- Obtain adult attention.
- Obtain tangible object.
- Obtain activity or event.
- Obtain sensory stimulation.
- Escape/avoid activity or event
- Escape/avoid instructional task.
- Escape/avoid adult attention.
- Escape/avoid peer attention.
- Escape/avoid sensory stimulation.
- Don't know.

LOCATION KEY

<table>
<thead>
<tr>
<th>SYMBOL</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>A Block</td>
</tr>
<tr>
<td>AP</td>
<td>Adventure Playground</td>
</tr>
<tr>
<td>B</td>
<td>B Block</td>
</tr>
<tr>
<td>C</td>
<td>C Block</td>
</tr>
<tr>
<td>CP</td>
<td>Car Park</td>
</tr>
<tr>
<td>D</td>
<td>D Block</td>
</tr>
<tr>
<td>E</td>
<td>E Block</td>
</tr>
<tr>
<td>G</td>
<td>G Block</td>
</tr>
<tr>
<td>H</td>
<td>Hall</td>
</tr>
<tr>
<td>L</td>
<td>Library</td>
</tr>
<tr>
<td>O</td>
<td>Outside School Grounds</td>
</tr>
<tr>
<td>O</td>
<td>Oval</td>
</tr>
<tr>
<td>P</td>
<td>Pool</td>
</tr>
<tr>
<td>PR</td>
<td>Prep</td>
</tr>
<tr>
<td>Q</td>
<td>Quadrangle</td>
</tr>
<tr>
<td>TA</td>
<td>Toilets A Block</td>
</tr>
<tr>
<td>TD</td>
<td>Toilets D Block</td>
</tr>
<tr>
<td>TL</td>
<td>Toilets Library</td>
</tr>
<tr>
<td>TS</td>
<td>Tuckshop</td>
</tr>
</tbody>
</table>
MGESS INCIDENT REFERRAL 2014
CLASSROOM BLUE
Referral

Final step on behaviour ladder.

Admin team notified. Student reports to admin team.

Blue referral form completed by classroom/specialist teacher and sent to admin team at earliest convenience. Teacher also records on One school and refers to principal.

Teacher informs parent of admin referral. Parent contact recorded on One School (refer to principal).

CRITICAL INCIDENT
(de-escalation strategies employed)

Admin notified immediately and student collected or NCI crisis team called. NB. Contact Karen/Kerri/Bert if admin unavailable.

IMMEDIATE SAFETY CONCERN

Admin notified immediately. Evacuation and or Lockdown/NCI Crisis Team called

Admin team informs parent of incident and consequence. Admin informs referring teacher of consequence. Admin records parent contact and refers to teacher. Possible referral to appropriate support team.

Please Note: **BLUE Referral is only required when the admin intervention is required.**

NCI TEAM: Ange, Chris, Ben, Bert, Evan, Karen
**Appendix 7b**

**MGESS INCIDENT REFERRAL**

**PLAYGROUND PINK referral**

**Minor Behaviour**
- Rule reminder. Redirection. Redirection with a consequence.

**Medium Level Behaviour**

**PINK Referral**
- Not necessarily an RTR

**Major Behaviour**
- Red Card Alert
- Clear area and ensure student safety.

**ADMIN**

**NO RTR**

- Pink Card completed. The teacher/teacher-aide who writes up the Pink referral is responsible for recording the incident on One School (not necessarily the class teacher). One School record is referred to Ange and class teacher.

**RTR**

The staff member who completes the Pink Referral is responsible for notifying the student and class teacher ASAP. PINK form to go to Bert (RTR). The class teacher is responsible for the RTR attendance of the student.

**Students report to RTR (Mon-Fri) at 1.10pm with lunch.**

The Classroom Teacher contacts parent/carer by phone to inform of RTR that afternoon and records contact in One School. Refer to Ange when recording. Inform admin team if unable to make contact.

**NOTE WELL** Any incident requiring a consequence is recorded on Pink form eg. time-out on bench/ walk with teacher.
- Cross out RTR on Pink form if student has received an immediate consequence for low level incident and note the consequence given.

**NCI TEAM:** Ange, Chris, Ben, Bert, Evan, Karen