



The Code of
**School
Behaviour**
Better Behaviour
Better Learning

Moura State School

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

1. Purpose

Moura SS 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. Its aim is to support students to be **READY | SET | GO** for learning.

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

Moura SS developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held during 2009. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents continues to inform the development process.

3. Learning and behaviour statement

All areas of Moura SS 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. This reflects our view that children need to be **READY** to learn.

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 Moura SS to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following school rules known to the school community as the “4 B’s” to teach and promote our high standards of responsible behaviour:

- Be Courteous
- Be Learning
- Be Responsible
- Be Safe

Our school rules have been agreed upon and endorsed by all staff and our school P&C. 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 to **all** students. At ([school name](#)) we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

SCHOOLWIDE EXPECTATIONS TEACHING MATRIX

	ALL AREAS	CLASSROOM	PLAYGROUND	STAIRWELL	TOILETS	BUS LINES/BIKE RACKS
BE COURTEOUS	<ul style="list-style-type: none"> Use your manners when dealing with others Be polite and ask Listen when other people speak Look at people when they talk Be friendly to people you don't know Don't laugh or make fun of others 	<ul style="list-style-type: none"> Respect others' personal space and property Care for equipment Clean up after yourself Use polite language Wait your turn Respect others' personal space and property Care for equipment Clean up after yourself Use polite language <u>Wait your turn</u> 	<ul style="list-style-type: none"> Play fairly – take turns, invite others to join in and follow rules Care for the environment Enjoy the game Include others in groups 	<ul style="list-style-type: none"> Walk quietly and orderly so that others are not disturbed 	<ul style="list-style-type: none"> Wash hands Walk Respect the privacy of others 	<ul style="list-style-type: none"> Wait your turn Keep your belongings nearby Be aware of people smaller than you Say hello to your bus driver
BE LEARNING	<ul style="list-style-type: none"> Involve yourself in activities in the school to the best of your ability. Be active and supportive of others 	<ul style="list-style-type: none"> Complete all set tasks to the best of your ability Contribute to positive classroom environment by cooperating Come prepared with homework complete 	<ul style="list-style-type: none"> Take part to the best of your ability Be willing to have a go 	<ul style="list-style-type: none"> Move as quickly to your class as possible 	<ul style="list-style-type: none"> Minimise use of toilet time during class. Use available times during breaks 	
BE RESPONSIBLE	<ul style="list-style-type: none"> Ask permission to leave the classroom Be on time Be in the right place at the right time Follow instructions straight away 	<ul style="list-style-type: none"> Be prepared Complete set tasks Take an active role in classroom activities Keep work space tidy Be honest 	<ul style="list-style-type: none"> Be a problem solver Return equipment to appropriate place at the sports bell 	<ul style="list-style-type: none"> Be a problem solver Return equipment to appropriate place at the sports bell Raise your hand to speak Respect others' right to learn Talk in turns <u>Be a good listener</u> 	<ul style="list-style-type: none"> Use toilets during breaks 	<ul style="list-style-type: none"> Have your name marked on the bus roll Leave school promptly

- Respect others' personal space and property
- Care for equipment
- Clean up after yourself
- Use polite language
- Wait your turn
- Walk
- Sit still
- Enter and exit room in an orderly manner
- Participate in school approved games
- Wear shoes and socks at all times
- Be sun safe; wear a broad brimmed hat
- Rails are for hands
- Walk one step at a time
- Carry items
- Keep passage ways clear at all times
- Respect privacy of others
- Use own bike/scooter only
- Walk bike/scooter to the gate
- Wait inside the gate until the bus stops

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

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.

Moura SS implements the following proactive and preventative processes and strategies to support student behaviour:

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- Presentation of the Bee Awards on weekly parades to acknowledge good practice.
- The operation of a reward certificate system which acknowledges and expects close adherence to the “4 Be’s” and the transference of outcomes from this program into Reporting processes.
- Engaging in building relationships of partnership with parents through notification processes and the use of Good and Sad News Notes.
- Acknowledging and including set expectations for teachers and staff – the “3 Be’s”
- School Behaviour Leadership team members’ regular provision of information to staff and parents, and support to others in sharing successful practices
- Agreed practice and expectation on the recording and reporting of students behaviour
- Maintaining close working links with the range of staff including Support Staff to maximise behavioural Outcomes for the range of students at Moura SS
- Comprehensive induction programs in the Moura SS 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.
- Development of specific policies to address:
 - The Use of Personal Technology Devices* at School (Appendix 1)
 - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).

Reinforcing expected school behaviour

At Moura SS, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Moura SS uses a four tiered system of positive reinforcement.

Level One: Each teacher develops an age and class appropriate step system to encourage self monitoring incorporating reinforcement and acknowledgement of student behaviour. This is based on the 4 Be’s

Level Two: The 4 Be and Student of the Week awards are presented every week on parade to students who exhibit exceptional behaviour in their courtesy, learning, responsibility and safety.

Level Three: Each student is eligible to receive a Gold Star each week if they have consistently followed the 4 Be’s. Students who receive 8 stars are eligible to receive the appropriate Behaviour Certificate – Bronze, Silver, Gold or Platinum. Students who receive their certificates within the term they are presented receive an A on their Report Card for Behaviour.

Level Four: Students who consistently exhibit behaviour in line with the 4 Be’s are eligible to apply within the “Blue Card” process to be signed off as having reached a high standard in a range of behaviours. The students who can achieve the signing off process are eligible to be appointed as School Leaders and are eligible for election to office. The 2012 leadership process began a new shift towards student centred identification of leadership qualities and the inclusion of behavioural and attendance benchmarks as presented to and ratified by the P&C in October 2011.

Responding to unacceptable behaviour

Students come to school and need to be **READY** to learn. Behaviour represents an important opportunity for learning how to get along with others.

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 to think of how they might be able to act more courteously, apply themselves more consistently to their learning, act more responsibly or more safely. 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. This process is in partnership with the first tier of the four level system of positive reinforcement.

Targeted behaviour support:

Each year some students are identified through our data as requiring 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.

Intensive behaviour support: Behaviour Support Team

Moura SS 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. The *Intensive Behaviour 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 School Behaviour Leadership Team to achieve continuity and consistency.

The *Intensive Behaviour Support Team* has a simple and quick referral system 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 district-based behavioural support staff.

5. Consequences for unacceptable behaviour

Moura SS 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. An office referral form (Appendix 3) is used to record all minor and major problem behaviour. The recording of three minor behaviours constitutes a major behaviour.

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

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 fills out the office referral form and escorts the student to Administration.

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 [Moura SS](#) 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.



MOURA STATE SCHOOL

BEHAVIOUR MANAGEMENT PLAN EXPLANATION OF LEVELS

At Moura State School, we strongly encourage positive behaviours and attitudes. Students are encouraged to achieve their goals and are given regular, sustained recognition for their efforts and achievements. Certificates and awards exemplify the ways in which **positive behaviours** are acknowledged.

Moura State School has in place a Level System that identifies specific behaviours assigned to a behaviour continuum. The degree and seriousness of the behaviours exhibited, reflects the Level to which students are assigned and consequences. Any member of staff will place students failing to adhere to the rules of the school on a level. Working as partners, parents and teachers can assist students experiencing difficulties to improve their attitudes and behaviour.

	BEHAVIOURS	CONSEQUENCES
BRONZE, SILVER GOLD, PLATINUM Year 1-7 only	<p>Students on these levels have proven themselves to be fine examples for others to follow. Their efforts are always commendable. Only students at this level are permitted to take on the positions of School Captain, House Captain and Student Leader. Movements from Bronze, Silver, Gold or Platinum can only take place if ...</p> <ul style="list-style-type: none"> You have received The required ratio of Gold stars (Bronze) An The required ratio of Gold stars after Bronze (Silver) An The required ratio of Gold stars after Silver (Gold) Maintaining expected levels of behaviour whilst on Extra Curricular activities (Where the required ratio is the number of weeks in the term less 2) (Allowances can be made by staff for extended explained absence which effectively blocks up to a week of school) (The Principal will have final verification of suitability of candidates) 	<ul style="list-style-type: none"> You will have the opportunity to participate in all of the school's activities You will be eligible for School Captain, House Captain and Student Leader selection Year 6 students must have received their Gold Certificate to participate in the Leadership process.
← LEVEL 0 →	<p>All students (other than those on a negative level from the previous year) commence school on Level 0</p>	<ul style="list-style-type: none"> You will have the opportunity to participate in all of the school's activities You will be eligible for School Captain, House Captain and Student Leader selection

<p style="text-align: center;">← LEVEL 1 →</p>	<p>Students on Level One, may be doing one or more of the following...</p> <ul style="list-style-type: none"> • Not observing classroom rules negotiated with classroom teacher/s (eg; calling out; failure to complete/submit work; consistently not having equipment for class; not following safety guidelines; cheating; consistent lack of effort) • Name calling, bullying and harassment • Swearing and inappropriate language • Throwing objects • Wearing clothing that is not sun safe • Rough and inappropriate play <p>Playing in out of bounds areas</p> <ul style="list-style-type: none"> • Repeated bullying report – step 3 	<ul style="list-style-type: none"> • Your teacher may apply own consequences • You may have Time Out sessions to complete in your classroom or in an arranged location for a period of up to one week • Your parents/carers will be informed by letter that you have been placed on Level One. An interview to discuss concerns can be requested by either party as appropriate • You may be required to give up any badges you may hold • You may be placed on a Weekly Report for one week • You may be removed from participation in events representing the school for the time you are on this level. • You may be removed from participation in trips, camps and excursions while on this level.
<p style="text-align: center;">← LEVEL 2 →</p>	<p>Your teachers and peers have not noticed an improvement in your behaviour or attitudes. You have failed to improve your attitude or behaviour. Students on Level Two may be doing one or more of the following ...</p> <ul style="list-style-type: none"> • Repeated bullying and harassment • Refusal to follow directions • Insolent behaviour • Truancy • Persistent disruption in class • Possession of banned items • Consistently failing to wear sun safe clothes • Graffiti in school • Five minor incidents over a two week period • Referred Bullying – Step 4 	<ul style="list-style-type: none"> • Your parents will be contacted by letter regarding your behaviour, attitudes and placement on Level Two. Your parents will need to attend school to discuss the situation with your teacher and the Principal • You will have Time Out sessions to complete in an arrange location for a period of up to two weeks • You may be required to give up any badges you may hold • You will be placed on a Weekly Report for two weeks • You will not be permitted to attend any excursions, camps or other extra curricular activities for the remainder of this term as your behaviour is considered a risk to the safety and well being of other students and teachers.

	BEHAVIOURS	CONSEQUENCES
← LEVEL 3 →	<p>Your teachers and peers have not noticed an improvement in your behaviour or attitudes. You have failed to improve your attitude or behaviour. Students on Level Three may be doing one or more of the following ...</p> <ul style="list-style-type: none"> • Intentionally causing bodily harm to self or others • Refusal to follow a direct instruction of a member of the administration relating to health and safety of individual and or other students • Serious vandalism • Verbal abuse • Gross insolence • Stealing • Serious offences against other students or staff • Malicious bullying or sexual harassment • Repeated insolence • Fighting and violence towards others • Assault – first offence • Being out of the grounds without permission • Displaying little or no effort to improve behaviour or attitude • Continued deterioration of behaviour outlined in Levels 1 and 2 	<ul style="list-style-type: none"> • Your parents/carers will be contacted by telephone and letter regarding your behaviour, attitudes and placement on Level Three. Your parents will need to attend school to discuss the situation with your teacher and the Principal • Whilst on this level, you will not be permitted to attend any excursions, camps or other extra curricular activities • You will have Time Out sessions to complete an arranged location for a period of three weeks • You will be placed in an In-School Suspension between 1 and 5 days or an official School Suspension by the Principal • You will be placed on a Daily Report • You may be removed from participation in events representing the school for the rest of the semester
← LEVEL 4 →	<p>Your teachers and peers have not noticed an improvement in your behaviour or attitudes. You have failed to improve your attitude or behaviour. You have demonstrated an unwillingness to cooperate as a member of Moura State School. In addition to continued non-compliance, students on Level Four may be doing one or more of the following misdemeanours listed in any of the previous levels and/or the following...</p> <ul style="list-style-type: none"> • Drugs and/or cigarettes or alcohol being brought to school • Vandalism • Serious breaches of community standards (ie; the abuse of staff) • Serious Internet infringements • Continued malicious bullying and fighting • Continued non compliance with directions from Principal/HOSES/HOC which pose a safety risk • Smoking • Possession of and/or use of alcohol or other prohibited substances/items • Assault – second offence in a term • Wilful destruction of property 	<ul style="list-style-type: none"> • Your parents will need to attend school to discuss the situation with your teacher and the Principal • You may be placed on an In School Suspension or official School Suspension (ie.; 1 to 5 days or 6 to 20 days) • You may only return to class after you have agreed to change your behaviour and attitudes • Your behaviour is considered to be a safety risk and you will be unable to participate in extra curricular activities for the rest of the semester and up to the rest of the school year
← LEVEL 5 →	<p>Unfortunately, you have not shown any willingness to improve at this school. As a result, you have denied yourself the right to be a student at Moura State School.</p>	<ul style="list-style-type: none"> • You will be officially suspended (pending exclusion) from this school. The Director General (Education Queensland) will determine your future education.

5 Bullying response.

The 4 R's have been developed to address the skilling of children in dealing with bullying behaviours and other incidents of social discord.

DEFINITION:

Central to the policy is the development of an understanding of what constitutes bullying. It is important that children clearly understand what bullying is and are able to distinguish it from unkind behaviour, one off acts and other types of social discord.

The emotional aspect of 'being bullied' is significant for children and must be separated from other acts of social discord which can be dealt with firmly, quickly and proactively.

Dr Ken Rigby, consultant to Education Queensland states:

Bullying is perceived to be difficult to define and not easy to recognise. However, if you ask a class of students to identify from a list of their peers, who tends to bully others and who is bullied, there is a usually consensus on the names of those chosen. Among those who have studied bullying there is considerable agreement over definition. There is agreement at a general level that:

'Bullying is the systematic abuse of power'

It is agreed, that it occurs when someone or a group uses their greater power to oppress someone. The target cannot or will not provide an adequate defence. It is typically repeated over time. Such behaviour is seen as unfair.

Bullying is seen as distinct from other forms of unacceptable behaviour which a school needs to address. It is a form of aggression. It should be noted that many acts of aggression do not constitute bullying. They may occur, for example, when two people of about the same power are in conflict. Both may be seeking to hurt each other by what they say or do. Such conflict may be undesirable, but it is not bullying. With bullying there is always an imbalance of power present with a more and a less powerful party.

RIGHTS OF PEOPLE AT MOURA SS

All students and members of staff at Moura SS share a right to be in an environment free of bullying. The school will act to address bullying and to continue to develop a socially just and functional learning and teaching environment for all.

THE 4 R's

The 4 R's have been developed to allow for a systematic and accountable response to bullying.

The 4 R's are:

RESPOND

REPORT

REPEAT

REFER

The 4 R's allow for a hierarchical response to bullying which also equips students with the skills to become self sufficient and resilient. It is a child centred process.

RESPOND – children are encouraged to respond to incidents that occur with a range of strategies – these include the High 5 and others, but often include strategies like: ignoring the behaviour, walking away, speaking kindly, speaking firmly.

REPORT – if the behaviour continues, children are asked to make a report to the classroom teacher or any member of staff to whom they have access. The staff member will address the issue on behalf of the child and will review skills which they may need to use in the **RESPOND** phase. Children will be explicitly taught what a report is and the language to use.

REPEAT – If the behaviour persists, the child is asked to seek teacher support again – in this instance the teacher will provide the child and the parent with a receipt – which outlines what the reported behaviour is, and the action that is being taken to deal with it. At this stage, parents of other children will be notified and an incident may be logged on One School.

REFER – If the incidents of bullying are persisting, the incident must be referred to the administration of the school. Students and other members of the school community should recognise that at this level, there may be very emphatic consequences put into place to assist the children involved to correct their behaviour. At this stage, parents will be requested to attend an interview with their child and the Principal.

Moura SS affirms that physical violence is not an appropriate response to social disharmony. This is a “hands off” school and physical retaliation will not be tolerated in any form.

6. Emergency 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 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.

Appropriate physical intervention may be used to ensure that **Moura SS'** duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment

- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:

- property destruction
- 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 (Appendix 4)
- [Health and Safety incident record](#) (link)
- debriefing report (for student and staff) (Appendix 5).

7. Network of student support

Students at [Moura SS](#) are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports which include but are not limited to:

- Parents
- Teachers
- Support Staff
- Head of Curriculum
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Positive Learning Centre Staff
- Senior Guidance Officer
- School Chaplain
- Moura Police
- 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
- Neighbourhood Centre.

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.

[Moura SS](#) 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,

9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 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](#)

11. Some related resources

- [Bullying. No Way!](#)
- [Schoolwide Positive Behaviour Support](#)
- [Code of Conduct for School Students Travelling on Buses](#)

Endorsement

Principal

P&C President or
Chair, School Council

Regional Executive Director or
Executive Director (Schools)

Effective Date: 1 January 2010 – 31 December 2013

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.

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 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

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 Moura SS. 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 unless under the direction of the supervising adult as part of the curriculum process – eg, public speaking, sport analysis, school plays. 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. People 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.

Special Circumstances Arrangement

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

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



**MOURA STATE SCHOOL
BEHAVIOUR REFERRAL**

Student _____

Referred by _____

Date _____

Time _____

Location _____

Incident Type

- Classroom
- Playground
- Other

Details

PRINCIPAL TO COMPLETE

- Time Out Sessions
- Completed
- Other Action _____

Signature

Behaviour Management Incident

Name of student : _____

Date: _____ Time: _____ Place: _____

Referred yes/ no by: _____

Other student/s involved: _____

Witnesses: _____

Description of Event:

Follow up Actions;

Signed : _____ Date: _____

