Marlborough State School

The Code of School Behaviour
Better Behaviour Better Learning

Responsible Behaviour Plan for Students

1. Purpose

Marlborough State School is a small school located 106kms north of Rockhampton. Our curriculum has a central focus on the explicit teaching of literacy and numeracy. We are committed to 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. Our school motto, **honesty and trust**, underpins all that we do at Marlborough State School.

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. It will cultivate an environment that enables staff, parents/caregivers and students to work together to:

- improve student reading, speech and oral language
- build positive school-community partnerships

2. Consultation and data review

Marlborough State School developed this plan in collaboration with our school community. Consultation with parents, staff and students was undertaken through survey distribution and meetings held during 2018. A review of the following important data sets for this school relating to attendance, unexplained absences, suspensions and exclusions, behaviour incidents including bullying and cyber bullying. The Plan was endorsed by the Principal, and the Marlborough State School P&C in October 2018, and will be reviewed in 2021 as required in legislation.

3. Learning and behaviour statement

All areas of Marlborough 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 Marlborough State School to create and maintain a positive and productive learning and teaching environment, where all school community members have clear and consistent expectations and understandings of their role in the educational process.

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

- Be Respectful
- 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 Marlborough State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students designed to prevent inappropriate behaviour and provide a framework for responding to unacceptable behaviour.

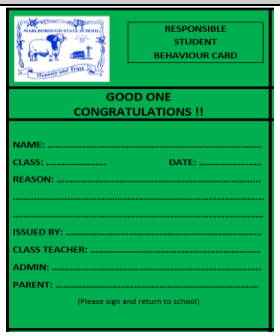
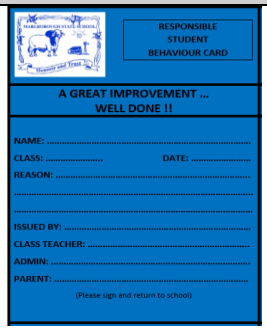
A set of behavioural expectations in specific settings has been attached to each of our three school rules. The School wide Expectations Teaching Matrix in Appendix 1 outlines our agreed rules and specific behavioural expectations in all school settings.

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

- Quality teaching and learning practices, with a balanced and engaged curriculum
- Explicit teaching of school rules – weekly assembly and in classrooms

Marlborough State School 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.
- Regular provision of information to staff and parents, and support to others in sharing successful practices
- Implementation of effective learning and teaching strategies with a major focus being placed on explicit instruction and individual goal setting.
- Comprehensive induction programs in the Marlborough State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Development of positive relationships with all students through school community events (fundraising), an active Student Council and student leadership program.
- Individual learning plan 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.
- Positive Behaviour Cards- Students may be issued with Green or Blue Cards in recognition of their positive behaviour. Cards are signed by parents, returned to school & then returned to the student. Our weekly ‘Green Card Draws’ provide an opportunity for students to win prizes on assembly and celebrate the excellent behaviour of our students

Further information regarding Positive Behaviour Cards	
 *Green cards are completed by staff members and handed to a student who has displayed positive behaviour either in the classroom, in the playground, or anytime they represent Marlborough.*	 *Blue cards are completed by staff members and handed to a student who has improved their behaviour or work ethic either in the classroom, in the playground, or anytime they represent Marlborough.*

- Individual class rewards and management – all classes have a reward system to positively promote appropriate behaviour.
- Parent meetings to share information and offer parenting support.
- Professional development, education or training for staff.
- Records of positive and inappropriate behaviour recorded on 'One School' database so behaviour data can be tracked and used to inform practice.

Reactive Universal Support MAY include, but is not limited to:
Students come to school to learn. Behaviour support 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 safely, more respectfully or more responsibly. 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.

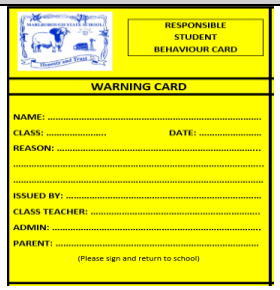
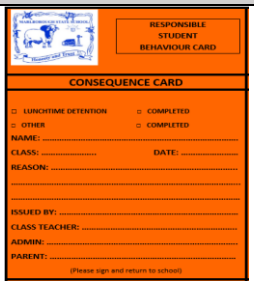
• Targeted behaviour support

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

Students who consistently breach the schools Responsible Behaviour Plan for Students and the classroom rules will require targeted behaviour support. Teacher, parent or administration meetings to discuss and plan for more positive behaviour outcomes for individual students

- Sequence steps in each classroom from Reminders to Warning, to Time-out, to Buddy class then finally the office.
- Class work completed in lunch time or at home.
- Withdrawal for play.

- Withdrawal to Buddy Class – A teacher may send a student to “cool off” and reflect on their appropriate behaviour in an alternative classroom.
- Time-out – students may be given a time-out to “cool off” and reflect on their inappropriate behaviour.
- Restorative meetings and actions to repair broken relationships and trust.
- Behaviour Cards: Should a student’s behaviour be unacceptable according to this agreed code, a Yellow Warning Card or Orange (detention) Card are issued so that parents are aware of incidents that occur at school. A text message is sent home to parents to inform them that a behaviour card has been issued. Cards a sign by parents/guardians and returned so that school staff know parents are aware of the incident. See consequences for unacceptable behaviour below for further information.

Further information regarding Behaviour Cards	
	
An informal discussion or consequence may result from the issuing of a Yellow “Warning Card” at the discretion of school staff. A series of Yellow Warning cards indicates a possible pattern of less serious but never-the less unacceptable behaviour. In such cases it is likely that any future behaviour cards issued that term would be upgraded to a Consequence Card. (Orange card)	*Orange Consequence cards usually indicate a ‘lunch time’ detention where a teacher works through a reflection sheet with the offending student (see Appendix 4). Other consequences may be imposed depending on the severity of the student’s transgression (e.g. withdrawal from co-curricular, extracurricular or recreational activities). Orange card behaviour is recorded on One School.*

- Teacher/Student Consultation - A discussion designed to focus the student’s attention on their rights, responsibilities and understanding of this Responsible Behaviour Plan. An agreed plan to improve the student’s behaviour is the final outcome. More explicit or repeated teaching of school rules relevant to individual situations.
- Phone call or notes to parents.
- Parent meetings with teacher or admin.
- Staff Management: The teacher responds to low level misbehaviour and classroom disturbance by tactically ignoring inappropriate behaviour where possible, giving clear directions, reinforcing positive behaviour and using non-verbal messages to alert or cue the student to desired behaviours.

- **Intensive behaviour support**

Marlborough State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. This support may include more flexible learning options, to allow students with highly complex and challenging behaviours, to continue their learning. Intensive support will mean the school has tried and trialled other Universal and Targeted support strategies, with limited success. This extended support may include, but is not limited to:

- Individual or small group work specifically targeting an explicit concern
- More extended withdrawal from school activities – including sporting, cultural, extra-curricular activities or excursions
- Managed Enrolment – Student may only be invited to attend school for certain sessions of the day to experience success in learning and behaviour.

- More extensive support or assessment from the school Guidance Officer, including FBA (Functional Behaviour Assessment)
- Recommendation or referral to external agencies e.g. CYMHS - Child Youth and Mental Health Services,
- Discipline Improvement Plan - a negotiated written contract to meet certain behavioural conditions is agreed upon. Parents will be involved in this process and are required to sign the Discipline Improvement Plan.
- Intensive support to foster social-emotional awareness and learning
- Intensive support to teach skills in self-management of behaviour
- Involvement of District Senior Guidance Officer

5. Emergency responses or critical incidents

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe 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.

Basic defusing Strategies

- *Avoid escalating the unacceptable 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 situation or incident, 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.

- *Following 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 unacceptable behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

- *Debriefing*
  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 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
- deliberately engaging in property destruction
- wilfully and persistently engaging in school disruption that negatively impacts on other students' right to learn or teachers' right to teach.

Appropriate physical intervention may be used to ensure that Marlborough State School's staff demonstrates 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.
It is important that all staff understand:

- Physical intervention cannot be used a form of punishment.
- Physical intervention cannot be used as a form of punishment and must not be used when a less severe response can resolve the situation.
- Physical intervention is not to be used as a response to:
    - refusal to comply when consequence only impacts on offender
    - 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 formally documented. One of the following record would be appropriate:

- 'One School' incident report
- SMS Health and Safety incident record (if appropriate)
- Debriefing report for students and staff (appendix 5)

6. Consequences for unacceptable behaviour

Marlborough State School makes systematic efforts to prevent problem student 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. Responsible Behaviour Cards are used to record all minor problem behaviours while One School records are maintained for major problem 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 initially managed by the staff member but is also likely to be referred to the Principal.

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.

Major behaviours are those that:

- indicate a student has not changed a pattern or repeated behaviour – i.e. students who are issued more than two Responsible Student Behaviour Consequence (Orange) Cards in one term of school
- significantly violate the rights of others (e.g. Bullying – see Appendix 2)
- put others / self at risk of harm
- involve the misuse of communicative technologies (see Appendix 3)
- 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. A report of the student's behaviour is recorded on One School.

Major problem behaviours may result in the following consequences:

Level One:

- **withdrawal from class**, time in office,
- **break time detention** (The Qld Ed Act states that a student at a State School may be detained during the recess as a consequence for disobedience, misconduct, wilful neglect to prepare home tasks, non-compliance with the school dress code or for other breaches of school discipline)
- **redirection or alternate lunchtime activities,**
- **loss of privilege** (e.g. 2 or more consequence cards means student is not invited to school special events that term unless the parent will also be present and accept responsibility for their supervision)
- **warning regarding future consequence** (i.e. suspension) for repeated offence
- **teacher & student "Plan of Action":** If a student's behaviour continues to infringe upon the rights of others in the classroom and/or playground, a plan of action is developed by the teacher and student. Parents/carers are contacted. If additional support is required to implement the plan, the teacher will make a referral for additional behaviour support from the Justice and Equity Team.
- **parent contact** - When specific behaviours of a student persist despite intervention, a more formal parent conference will occur. Involvement by an Administrator and/or Guidance Officer may be an integral part of this process.

AND/OR

Level Two:

- **teacher & student "Plan of Action":** If a student's behaviour continues to infringe upon the rights of others in the classroom and/or playground, a plan of action is developed by the teacher and student. Parents/carers are contacted. If additional support is required to implement the plan, the teacher will make a referral for additional behaviour support from the Justice and Equity Team.
- **parent contact** - When specific behaviours of a student persist despite intervention, a more formal parent conference will occur. Involvement by an Administrator and/or Guidance Officer may be an integral part of this process.

AND/OR

Level Three:

- Students who engage in serious unacceptable behaviours such as major violent physical assault or the use/supply or possession of weapons (including knives) or drugs may receive a School Disciplinary Absence (suspension or proposal/recommendation for exclusion) as a consequence of unacceptable behaviour (see Appendix 6).
- Cyberbullying – Students who expose or send sexually explicit images to other students can expect a suspension/exclusion and the Police to be contacted. An investigation will take place with the possibility of the student being charged with a criminal offence.

Examples of major or minor unacceptable behaviours

The following table outlines examples of major and minor problem behaviours:

	Area	Minor	Major: Includes repeated minor infringements
Being Safe	Movement around school	• Running on concrete or around buildings • Running in stairwells • Not walking bike in school grounds • Leaving classroom or learning activities	• Leaving classroom or learning activities or school without permission
	Play	• Incorrect use of equipment • Not playing school approved games • Playing in toilets	• Throwing objects • Possession of weapons • Wilfully engaging in unsafe practices
	Physical contact	• Minor physical contact (eg: pushing and shoving)	• Serious physical aggression (e.g. hitting, kicking) • Fighting
	Correct Attire	• Not wearing a hat in playground	• Wilful failure to comply with the school's agreed dress code.
	Other		• Possession or selling of drugs • Weapons including knives and any other items which could be considered a weapon being taken to school • Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
Being Responsible	Class tasks	• Not completing set tasks that are at an appropriate level • Refusing to work	• Persistent refusal to complete tasks, especially when given an opportunity to complete work during break time or while on detention.
	Being in the right place	• Not being punctual (eg: lateness after breaks) • Not in the right place at the right time.	• Leaving class without permission (out of sight) • Leaving school without permission.
	Follow instructions	• Low intensity failure to respond to adult request • Non compliance • Unco-operative behaviour	• Challenging authority (e.g. saying 'no' when given instruction or direction). • Wilful and/or persistent disobedience.
	Accept outcomes for behaviour	• Minor dishonesty	• Major dishonesty that impacts on others
	Rubbish	• Littering	• Deliberate 'trashing' of school location
	Mobile Phone or personal technology devices	• Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member)	• Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation • Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
Being Respectful	Language	• Inappropriate language (written/verbal) • Disruption of classes, e.g. Calling out • Poor attitude • Insolence to staff and other adults, e.g. Disrespectful tone of voice	• Inappropriate language (e.g. swearing, name calling, offensive language, racial comments) and/or threats • Aggressive language, verbal harassment • Bullying, 'put downs' • Verbal abuse / direct profanity • Sexual or racial harassment
	Property	• Petty theft • Lack of care for the environment • Defacing property, minor vandalism	• Deliberate theft (stealing) • Wilful damage to school property and/or damage to others property. • Deliberate vandalism
	Others	• Not playing fairly • Minor disruption to class • Minor defiance – time delay before complying with requests/directions • Minor bullying / harassment	• Major or repeated bullying / harassment • Major disruption to class • Blatant disrespect • Major defiance • Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school

*Please note that this is not an exhaustive list. Other behaviours will be dealt with as appropriate.

7. Network of student support

Students at Marlborough State School are supported through positive reinforcement and a system of universal, target, and intensive behaviour supports by:

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Office
- Advisory Visiting Teachers

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
- Yeppoon Regional Council

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.

Marlborough 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
- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies and procedures

- Statement of expectations for a disciplined school environment policy
- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions

- Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Temporary Removal of Student Property by School Staff

11. Some related resources

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

Endorsement

Principal

P&C President or
Chair, School Council

Date effective: from November 2018 to January 2020

Appendix 1

SCHOOLWIDE EXPECTATIONS TEACHING MATRIX						
	ALL AREAS	**CLASSROOM**	**PLAYGROUND**	**MOVING BETWEEN AREAS OF THE SCHOOL**	**TOILETS**	**BUS LINES/BIKE RACKS**
BE RESPECTFUL	▪ Ask permission to leave the classroom ▪ Follow instructions straight away ▪ When entering another room, knock and wait quietly ▪ Cooperate with school staff and students ▪ Help others to learn ▪ Respect others' personal space and property ▪ Wait your turn ▪ Use polite language including manners – please and thank you ▪ Listen attentively with eye contact	▪ Raise your hand to speak ▪ Respect others' right to learn ▪ Talk in turns ▪	▪ Be a problem solver ▪ Return equipment to appropriate place at the bell ▪ Play fairly-take turns, invite others to join in and follow rules	▪ Walk quietly and orderly so that others are not disturbed	▪ Respect privacy of others ▪ Leave toilet area clean	▪ Leave school promptly ▪ Give away to adults ▪ Use own bike/scooter only ▪ Walk bike/scooter to the gate
BE RESPONSIBLE	▪ Be in the right place at the right time ▪ Be honest ▪ Be an active learner ▪ Look after belongings ▪ Be on time ▪ Only enter a classroom with permission of a teacher – no one should be in a room without a teacher	▪ Be prepared ▪ Complete set tasks ▪ Take an active role in classroom activities ▪ Keep work space tidy ▪ Be honest ▪ Work neatly	▪ Be a problem solver ▪ Participate in school approved games ▪ Care for the environment	▪ Walk at all times ▪ Return to class promptly	▪ Use toilets during breaks	▪ Leave school promptly ▪ Wait inside the gate until the responsible adult picking you up from school arrives ▪ Wait inside the gate until the bus stops
BE SAFE	▪ Wear your school uniform ▪ Care for school equipment ▪ Clean up after yourself ▪ Take pride in your school ▪ Keep your hands and feet to yourself at all times	▪ Be a good listener ▪ Keep work space tidy ▪ Always walk in the classroom	▪ Wear shoes and socks at all times ▪ Be sun safe, wear a broad brimmed hat	▪ Walk at all times	▪ Wash hands ▪ Walk	▪ Wait your turn ▪ Keep your belongings nearby

Appendix 2

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

Purpose

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

2. There is no place for bullying in Marlborough 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 Marlborough 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:
   - academic ability
   - race, religion or culture
   - disability
   - appearance or health conditions
   - sexual orientation
   - sexist or sexual language
   - young carers or children in care.

5. At Marlborough 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 Marlborough 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 (see also 'Preventative Approaches to Bullying' below)

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

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the 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. Anti-bullying and Cyber smart lessons are taught by teachers or other professionals (e.g. Police) in classrooms with both a preventative and responsive intention. At all times simultaneous instructions is our goal, in order to maintain consistency of skill acquisition across the school.

10. 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 (i.e. Ignore – Warn – Report but NO PAY BACK).

11. 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.

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

13. Marlborough State School 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.

Preventive Approaches to Bullying

Preventive approaches include ongoing strategies designed to foster the active involvement of all students. For all students all of the time, these include:

- Recognising the complexity of the problems of bullying and harassment
- Establishing a school culture that actively promotes non-violence
- Ensuring student voices are heard and they actively participate in meaningful decision making
- Recognising and celebrating diversity and promoting justice and equality
- Fostering the involvement of parents and the school community
- Instigating environmental scans and surveys to examine student perceptions of safety and the use of resources and spaces within the school
- Focusing on socialisation e.g. role models, leadership programs, peer support programs, group dynamics and cooperative learning
- Examining and challenging power structures within the classroom, school and wider society
- Investigating the school's role in social construction of race, gender and class, as a means of developing programs which celebrate diversity and promote equity, examining and challenging power structures within the classroom, school and wider society
- Developing effective behaviour management policies and programs

Staff are:

- Role models in word and action at all times.
- Observant of signs of distress or suspected incidents of bullying.
- Minimizing occasions for bullying by active patrolling during playground supervision.
- At class on time.
- Helping victims by treating all reports of bullying seriously and removing sources of distress without placing the victim at further risk.
- Reporting suspected incidents to the appropriate staff member/s

This requires children to:

- IGNORE … refuse to be involved in any bullying situation.
- WARN … take some form of preventative or positive response action.
- REPORT the incident or suspected incident and help break down the code of secrecy.
- NEVER PAY BACK …this only complicates the situation.

Marlborough State School recommends that parents:

- Watch for signs of distress in their children, e.g. Unwillingness to attend school, a pattern of headaches, missing equipment, requests for extra pocket money, damaged clothes or bruising.
- Take an active interest in your child's social life and their acquaintances.
- Advise your child/ren to tell a staff member (class teacher, teacher on duty) about incidents. If possible, allow him/her to report and deal with the problem him/herself. They can gain much respect through taking the initiative and dealing with the problem without parental involvement. It is important to offer support to children at this point.
- Inform the school if bullying is suspected, whether your child is the bully or victim.
- Keep a written record of reports (who, what, when, where, why, how).
- Do not encourage your child to retaliate.
- Communicate to your child that parental involvement, if necessary, will be appropriate for the situation.
- Be willing to attend interviews at the school if your child is involved in any bullying incident.
- Be willing to inform the school of any cases of suspected bullying even if your own child is not directly affected.

When staff, students, parents and carers work together we create a safer and more enjoyable learning environment at Marlborough State School.

The following procedural steps could be followed when dealing with a report of bullying.
This is a general plan for dealing with bullying. In specific cases administrators may be required to exercise discretion with regard to taking disciplinary action. The progression of steps through this plan can be terminated at any time the bullying ceases.

Significant bullying report received …

1. Teacher investigates and discusses situation with students concerned and applies appropriate consequences as per Responsible Behaviour Plan for Students.
2. School administration involved in counselling and/or applying appropriate consequences as per Responsible Behaviour Plan for Students. Problem may be brought to the attention of relevant staff.
3. Parents of students involved are contacted for support.
4. Guidance Officer may be involved with students.
5. Other measures such as intervention by the school's *Adopt-a-Cop* (in the case of serious assaults) and confrontation of the bully by the parents of the victim may be effective and appropriate if conducted with the agreement of the parents concerned and under the supervision of the Principal.
6. Disciplinary action (suspension and/or exclusion) may be taken against those deemed responsible for bullying.

Appendix 3

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. If it is essential students have such devices at school (i.e. for use after school), devices must be taken to the school office immediately the student arrives at school in the morning and be collected just prior to leaving the school in the afternoon. If students are found in possession of such devices, they 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 taken to the school office so they are out of sight. Personal technology devices may only be used without staff permission once a student has left the school grounds.

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 Marlborough 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 bullying[1], 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 this policy and may be subject to discipline (including suspension and/or 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 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/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 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 Principal.

Inappropriate behaviour outside of school hours

Students may receive disciplinary consequences for bullying or cyber bullying 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.*

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

Reflection Sheets

I make choices

Draw a picture to show what happened.

What did you look like while this was happening?

What will you do next time?

The choice I made was

What will you do now?

I make choices

Describe what happened.

_____

_____

_____

What behaviour did you choose?

_____

_____

_____

What other choices could you have made?

_____ _____

_____ _____

_____ _____

The choice I made was

The best choice for me to make now is

_____

_____

_____

_____

Name: _____ "Keep my Behaviour on Track" sheet Week ___

My Goal : To _____

Time	Monday			Tuesday			Wednesday			Thursday			Friday		
	G	S	U	G	S	U	G	S	U	G	S	U	G	S	U
Before School															
9.00-10.00															
10.00-11.00															
Morning tea															
11.45 – 12.30															
12.30 – 1.10															
Lunch															
1.40 – 3.00															
After School															
Home															
Target Achieved	Yes/No			Yes/No			Yes/No			Yes/No			Yes/No		

Positives

_____'s target is to receive all (Good or Satisfactory) each day for following his/her goal (see above). If she/he receives __ out of __ tick's at school, she/he will receive _____.

If _____ achieves his/her goal for the week, he/she will receive _____

Consequences

If _____ receives _____ unsatisfactory ticks, he/she will be given an orange card and sent to the office to be followed up by Principal or Deputy Principal

Appendix 5

Debriefing Report

Debriefing may be led by a staff member who has not been involved in the event. The goals of debriefing are to:

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

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

Debriefing should provide accurate & factual information on:

- Who was involved
- What happened - before/during/after
- Where it happened
- What people involved indicated were reasons for the behaviour
- What we learned

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

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

Questions for staff

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

Questions for student

- What was it that you wanted?
- What upset you most?
- What was helpful?
- What got in the way?
- What can be done better next time?
- Is there anything that you would do differently?
- Would you do something differently next time?
- What could be done to avoid physical intervention?

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

Appendix 6

Working together to keep Marlborough State School Safe

We can work together to keep knives out of school. At Marlborough 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.
- 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 Marlborough State School safe?

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