RESPONSIBLE BEHAVIOUR
PLAN FOR STUDENTS
1. PURPOSE

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

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

Students at Manly State School aspire to five principles of behaviour which are articulated to create a positive learning environment that allows all pupils to successfully develop and learn.

**Show Respect!**
- Show respect to all members of our school community.
- Respect others’, our own and school property.
- Use common courtesies and manners.
- Use school equipment appropriately and safely.

**Be Safe!**
- Act in a way that ensures the safety of yourself and others at all times.
- Do not go into ‘out of bounds’ areas.
- Never bring objects to school which may cause harm.
- Use technology and devices in the appropriate manner.
- Use playground and school equipment appropriately and safely.
- Follow instructions immediately.

**Get Academic!**
- Always strive to learn in class.
- Never hinder other’s learning.
- Complete homework and school assignments.
- Confidently ask for assistance if you need it from the teacher.

**Be proud!**
- Act in ways which bring credit to the school.
- Carefully follow school and community rules.
- Keep the school environment clean and tidy.

**Participate to the max!**
- Develop all your skills by getting involved in extra curricular activities.
- Stay healthy by playing sport.
- Develop artistic abilities through music and The Arts activity.

The school’s behaviour strategies are based upon the *Assertive Discipline* approach to managing student behaviour. The goal of this approach is to teach our students to choose responsible behaviour and, in doing so, raise their self-esteem and increase their academic success.
2. CONSULTATION AND DATA REVIEW

Manly State School developed this plan in collaboration with our school community.

A review was undertaken of important data sets for this school relating to attendance, unexplained absences, suspensions and exclusions, behaviour incidents including bullying and cyberbullying. Other inappropriate online behaviour including inappropriate use of mobile phones or other electronic devices from 2009-2012 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director in December 2012, and will be reviewed in 2015 as required in legislation.

3. LEARNING AND BEHAVIOUR STATEMENT

In order to grow educationally, socially and emotionally, children need a school environment where concerned teachers set firm, consistent, positive limits while providing warmth and support for their appropriate behaviour.

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 Manly 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:

- **Show respect**
- **Be safe**
- **Participate to the max**
- **Get academic**
- **Be proud**

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*.

To achieve this positive school environment, the school maintains the right to:

- **establish classroom and school structures** that provide the optimal learning environment;
• **determine and request appropriate behaviour** from students which encourage the positive social and educational development of the child; and
• **ask for help from parents and other professionals** when we need assistance for a child.

We also believe our children have the right to:

• have teachers who are in a position to and will **assist the child** limit behaviours which are inappropriate or self-disruptive;
• be provided **positive support and recognition** for appropriate behaviour; and
• **choose** how to behave and know the consequences that will follow.

### 4. PROCESSES FOR FACILITATING STANDARDS OF 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 Manly 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.

#### In the classroom

A **classroom discipline plan** allows the teacher to clarify the behaviours we expect from students in the learning environment and what they can expect in return. The goal of a classroom discipline plan is to have a fair, consistent and age appropriate strategy to establish a safe, orderly and positive classroom environment.

At the commencement of each year the teacher and students will collaboratively develop the plan which will be communicated to parents. The plan will consist of:

• a clear set of **classroom rules** which can be readily observed by all children;
• a class specific set of **disciplinary consequences** for children who choose to misbehave;
• most importantly, a set of **rewards**, both individual and class, which will support students who behave in an appropriate way; and
• a **plan of action** in cases of severe misbehavior

#### Around the school
• Teachers will regularly teach our students the positive behaviour expectations based on the four principles as well as clarifying for students the behaviours which are unacceptable. These behaviours are outlined in the school’s Code of Behaviour. The code should not be viewed as a list of all the acceptable and unacceptable behaviours, but as a teaching resource to assist students to understand our expectations and the four principles.

Teachers will readily acknowledge and praise students for positive behaviours. The use of Gotchas is one way teachers reward students for doing the right thing. At the end of each term, a fun Gold Card Day will be held for all children who have retained their Gold Card by demonstrating exemplary behaviour.

When students choose to inappropriately act out, teachers will decide if the misdemeanour is ‘minor’ or ‘major’ and assertively provide the student with a suitable consequence.

Parents will be informed whenever students are involved in instances of ‘major’ behaviour misdemeanours; and requested to assist the school develop behaviour response plans where inappropriate behaviour is persistent or severe.

Implementation of specific policies

- Implementation of specific policies to address:
  - the use of personal property technology devices at school (Appendix 1)  
    Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
  - procedures for preventing and responding to incidents of bullying (including cyberbullying and recording incidents for data collection) (Appendix 2)
  - procedures regarding the use or possession of weapons including knives and any other items that could be considered a weapon in school (Appendix 3).

TARGETED BEHAVIOUR STRATEGIES

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

• Periodically, as required, the school will facilitate Social Skill programs for identified groups of students. These programs are run by the Guidance Officer and require the approval of parents for their child’s participation.

• For some days each week, a lunch club will operate, providing a more structured play environment for those students who benefit from adult assistance in the social situation.
INTENSIVE BEHAVIOUR SUPPORT

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

Students, who exhibit persistent behaviours which are self disruptive or severely prevent them from participating in the learning and social activity of the school, are supported using a case management approach to develop an individual Behaviour Management Plan. The plan supports the Assertive Discipline strategies implemented throughout the school and will detail both proactive and responsive strategies that are developed to support the student. The plan will also clearly enunciate for the student the personal consequences of behaviour decisions.

The case manager for the student will generally be the class teacher, principal or deputy principal. In order to develop the plan, the case manager should initiate a systematic assessment procedure which may include:

- the collation of a case history of behaviours and strategies implemented;
- referral to the Guidance Officer or Advisory Behaviour Support Teacher for assessment, counselling and support;
- the use of validated assessment procedures such as an Functional Behaviour Assessment by the support teacher to assist the school to develop individualised support strategies.

The behaviour plan will be collaboratively developed with parents who should indicate their agreement with the strategies developed.
5. CONSEQUENCES FOR INAPPROPRIATE or UNACCEPTABLE BEHAVIOUR

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

**Code of Behaviour**

This code should not be viewed as a list of all the acceptable and unacceptable behaviours, nor a complete list of consequences, but as a teaching resource to assist students to understand our expectations and the four principles.

<table>
<thead>
<tr>
<th>Principle: Show respect</th>
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<tbody>
<tr>
<td>• Show respect to all members of our school community.</td>
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<td>• Use playground and school equipment appropriately and safely.</td>
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<td>• Follow instructions immediately.</td>
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<thead>
<tr>
<th>Minor Misdemeanours</th>
<th>Typical Consequences</th>
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<tbody>
<tr>
<td>Disturbing others’ play</td>
<td>Reminders …. Time Out …. Loss of Privileges</td>
</tr>
<tr>
<td>Isolated instances of disobedience</td>
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<tr>
<td>Improper use of technology devices</td>
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<tr>
<td>Play with minor “hands on”</td>
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<thead>
<tr>
<th>Major Misdemeanours</th>
<th>Typical Consequences</th>
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<tbody>
<tr>
<td>Physical misconduct against another student.</td>
<td>Detention …. Multiple Detentions …. In School</td>
</tr>
<tr>
<td>Persistent non-compliance with teacher’s instructions</td>
<td>Detention …. Formal Suspension</td>
</tr>
<tr>
<td>Bullying (including cyberbullying)</td>
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<tr>
<td>Intentional Damaging of property</td>
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<tr>
<td>Disrespect, verbal or physical misconduct to staff</td>
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<tr>
<td>Principle: Be safe</td>
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<tr>
<td>• Act in a way that ensures the safety of yourself and others at all times.</td>
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<tr>
<td>• Do not go into ‘out of bounds’ areas</td>
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<td>• Never bring objects to school which may cause harm.</td>
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<thead>
<tr>
<th>Minor Misdemeanours</th>
<th>Typical Consequences</th>
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<tbody>
<tr>
<td>Not wearing a hat</td>
<td>Reminders …. Time Out …. Loss of Privileges</td>
</tr>
<tr>
<td>Running in <em>Walk Areas</em></td>
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<tr>
<td>Isolated instances of disobedience</td>
<td></td>
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<tr>
<td>Ignoring bells</td>
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<tr>
<td>Playing in unsuitable areas</td>
<td></td>
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<tr>
<td>Improper use of technology devices</td>
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<tr>
<td>Out of Bounds</td>
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<tr>
<td>Persistent non-compliance with teacher’s instructions</td>
<td>Detention …. Multiple Detentions …. In School</td>
</tr>
<tr>
<td>Throwing objects</td>
<td>Detention …. Formal Suspension</td>
</tr>
<tr>
<td>Leaving the school grounds without permission</td>
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<tr>
<td>Any actions which seriously endanger the safety of others</td>
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</table>
**Principle:** Get Academic

- Always strive to learn in class.
- Never hinder other’s learning.
- Complete homework and school assignments.
- Confidently ask for assistance if you need it from the teacher.

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<thead>
<tr>
<th>Minor Misdemeanours</th>
<th>Typical Consequences</th>
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<tbody>
<tr>
<td>Talking in class</td>
<td>Requested to repeat work …. Reminders …. Stay in to complete work …. Isolate in class…. Small time out of class …. Loss of privileges</td>
</tr>
<tr>
<td>Inattention in class</td>
<td></td>
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<tr>
<td>Careless work</td>
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<tr>
<td>Minor disruptive behaviour</td>
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<tr>
<td>Non completion of homework / projects</td>
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<table>
<thead>
<tr>
<th>Major Misdemeanours</th>
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<tbody>
<tr>
<td>Cheating or plagiarism</td>
<td>Detention .... Multiple Detentions .... In School</td>
</tr>
<tr>
<td>Severe or persistent disruption to class</td>
<td>Detention …. Formal Suspension</td>
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<tr>
<td>Refusal to complete work</td>
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<tr>
<td>Truancy</td>
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<tr>
<td>Persistent non- completion of home tasks</td>
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</table>
**Principle:** Be proud

- Act in ways which bring credit to the school.
- Carefully follow school and community rules.
- Keep the school environment clean and tidy.
- Maintain a neat and tidy appearance
- Always wear the full, correct school uniform.
- Celebrate your school successes with your family

<table>
<thead>
<tr>
<th>Minor Misdemeanours</th>
<th>Typical Consequences</th>
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</thead>
<tbody>
<tr>
<td>Littering</td>
<td>Reminders .... Time Out .... Litter Duty .... Loss of Privileges</td>
</tr>
<tr>
<td>Minor uniform breaches</td>
<td></td>
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<tr>
<td>Failure to maintain neat appearance</td>
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<thead>
<tr>
<th>Major Misdemeanours</th>
<th>Typical Consequences</th>
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</thead>
<tbody>
<tr>
<td>Behaviours which significantly bring discredit to the school</td>
<td>Detention .... Multiple Detentions .... In School Detention .... Formal Suspension</td>
</tr>
</tbody>
</table>

**Principle:** Participate to the max

- Develop all your skills by getting involved in extra curricular activities.
- Stay healthy by playing sport.
- Develop artistic abilities through music and The Arts activity.

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<tr>
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<tbody>
<tr>
<td>Failure to attend sport or cultural group practices</td>
<td>Reminders .... Time Out .... Loss of Privileges</td>
</tr>
<tr>
<td>Unsportsmanlike behaviour in competition</td>
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</thead>
<tbody>
<tr>
<td>Persistent non-attendance of sport or cultural group practices</td>
<td>Removal from the group or team</td>
</tr>
<tr>
<td>Serious unsportsmanlike behaviour</td>
<td></td>
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<tr>
<td>Behaviour which brings the school into disrepute.</td>
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</tbody>
</table>
Teachers should record instances of “major misdemeanours” using the OneSchool Live site. (OneSchool / Behaviour Support / Record Incident). Incidents should be referred to the principal using the facility provided.

Parents will be informed each time a student receives a ‘major’ behaviour consequence. Students who receive five ‘major’ behaviour consequences (classroom or playground) or a formal suspension will lose their ‘Gold Card’ for the term.

**At the end of each term, all students who have retained their ‘Gold Card’ will be rewarded through participation in a special ‘Gold Card’ activity.**

**Exclusion**

An exclusion from this school may be made in cases where the behaviour may be seen to contravene the Code of Behaviour to an extreme degree; where the behaviour is severe, persistent and has not improved with proactive support or where the student has not fulfilled the conditions of an approved Behaviour Improvement Condition; or where continued attendance threatens the safety and security of other members of the school community.

**Definition of Consequences**

<table>
<thead>
<tr>
<th><strong>Reminder</strong></th>
<th>The student is engaged in a structured conversation which acts as a prompt to the behaviour expectations of the context.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time out</strong></td>
<td>The student is removed from that particular activity or play opportunity and will sit in a place designated by the teacher. Time out will not extend beyond the time frame of the lesson or activity from which removed.</td>
</tr>
<tr>
<td><strong>Loss of privileges</strong></td>
<td>The student is withdrawn from an activity and provided alternative supervised work. Eg School Sport</td>
</tr>
<tr>
<td><strong>Detention</strong></td>
<td>The student is detained in a supervised arrangement. A detention is no more than 20 minutes during school lunch or 30 minutes after school.</td>
</tr>
<tr>
<td><strong>Multiple detentions</strong></td>
<td>The student is provided a consequence of multiple detentions. No more than 5 detentions on consecutive days will be issued.</td>
</tr>
<tr>
<td>In School Detention</td>
<td>The student is withdrawn from the class and provided work at the office.</td>
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<tr>
<td>---------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Requests to repeat work</td>
<td>The student is reminded of the expectations of the work task and requested to repeat the task, at an improved standard.</td>
</tr>
<tr>
<td>Stay in to complete work</td>
<td>The student is detained to complete work as a detention.</td>
</tr>
<tr>
<td>Isolate in class</td>
<td>The student is seated isolated in class so as not to distract others or be distracted by others.</td>
</tr>
<tr>
<td>Time out of class</td>
<td>The student is removed from the classroom and seated outside so as not to distract others from their work, in a situation whereby the student is under close supervision. Time out is no more than 15 minutes.</td>
</tr>
<tr>
<td>Litter Duty</td>
<td>A student who litters may be requested to pick up other litter as a consequence. The student will be afforded gloves.</td>
</tr>
<tr>
<td>Removal from group or team</td>
<td>The student is removed from a music band or choir, sporting team or other competitive or cultural group.</td>
</tr>
</tbody>
</table>

**School Disciplinary Absences (SDA)**

**Suspension**
A principal may suspend a student from school under the following circumstances:
- disobedience by the student
- misconduct by the student
- other conduct that is prejudicial to the good order and management of the school.

**Behaviour Improvement Condition**
A principal may impose a behaviour improvement condition if the principal is reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other
### Conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour.

A **Behaviour Improvement Condition** requires the student to undertake a behaviour management program arranged by the school’s principal. The program must be:
- reasonably appropriate to the challenging behaviour
- conducted by an appropriately qualified person
- designed to help the student not to re-engage in the challenging behaviour
- no longer than three months.

### Proposed exclusion or recommended exclusion

A student may be suspended pending a decision to exclude when the student’s behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:
- disobedience
- misconduct
- other conduct that is prejudicial to the good order and management of the school, or
- breach of Behaviour Improvement Conditions.

### Cancellation of enrolment

The enrolment of a post compulsory school age student may be cancelled if the student’s behaviour amounts to a refusal to participate in the educational program provided at the school.

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**BULLYING (INCLUDING CYBERBULLYING – See also Appendix 2)**

The school strongly affirms the right of all members of our school community to a safe, inclusive and supportive environment. The school adopts responsive, problem solving and preventive approaches to any instances of bullying.

When an instance of bullying is recognised the immediate responsive strategies may include:

- negative consequences for the bully according to the code of behaviour;
- counselling and provision of a support network for the victim;
- documented monitoring of the victim and perpetrator to ensure cessation of the behaviour;
- restitution to repair any harm done;
- individual management plan, contract and skills development for the perpetrator; and
- learning support if required.

The principal will nominate a staff member to act as case manager for the victim (usually the class teacher, deputy principal or principal). It is the case manager’s role is to maintain a monitoring of the victim’s recovery from the bullying and to ensure
its cessation. The case manager will document this monitoring (on the dedicated school proforma) and inform the principal immediately should the bullying continue or if there are concerns for the victim’s recovery from the episode.

The principal will ensure that there is prompt communication with the parents of both perpetrator(s) and victim(s) and that all parents are fully informed of the circumstances of, and strategies implemented in response to, the bullying behaviour.

Cyberbullying (when it occurs within the primary school context) will often occur in out-of-school hours and with the use of non-school technology. Instances of cyberbullying of a Manly State School student by another student / other students of this school, will be regarded as contrary to our school ethos and Code Of Behaviour.

In these instances, support from the parents of all students involved is expected in dealing with the issue. Responsive strategies will be initiated as detailed above.

Improper use of school technology may result in consequences which limit or prohibit the perpetrator’s access to school technology equipment.

The use of mobile communication devices (including phones) at school is restricted by the school’s policy, *Use Of Mobile Communication Devices At School.* This policy is attached as an appendix.

### 6. RESPONSE TO EMERGENCY OR CRITICAL INCIDENTS

A behaviour incident which is intense, unexpected, requires immediate and urgent intervention and which jeopardises the safety of any persons on the school campus may be regarded as a critical incident. It is the role of all teachers to respond for the immediate safety of the school community.

**Defuse the situation**

Teachers should initially attempt to defuse these incidents by employing 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).

**Inform Administration**

As soon as practical, the intervening teacher(s) should arrange for administration to be informed that the critical incident is occurring or has occurred. It may be necessary for this to occur by phone or by way of another staff member or student being asked to inform the office.

It would be expected that assistance would be provided by administration if required. Administration may cause a ‘lockdown’ to occur if this is required.

**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 Manly State School’s duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

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

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- 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.

Report

Staff leading the resolution of an incident are required to complete report(s) of the incident.

Staff report such incidences using the OneSchool Live site. (OneSchool / Behaviour Support / Record Incident). The report should detail the circumstances as outlined in Appendix 4.) Reports should be “referred” to the principal using the facility on OneSchool.

If the Health and Safety of any member of the school community has been significantly jeopardised, a Health and Safety Incident Report should be completed on the dedicated proforma available from the office, which will be then electronically recorded on the database.

Consequences

The principal will confer with the teachers who resolved the critical incident, with all students immediately involved and appropriate witnesses, to develop behaviour consequences, subsequent support processes and any required debriefing.

Debriefing

Formal debriefing is designed to provide immediate support for the emotional wellbeing of staff and students who are involved in traumatic incidences. Debriefing will be provided, as required, by a trained guidance officer. The principal will arrange for formal debriefing if required.
7. THE NETWORK OF STUDENT SUPPORT

Students at Manly State School are supported through positive whole school, targeted and intensive behaviour support by the following personnel:

- Principal, Deputy Principal and teachers
- Guidance Officer
- District Behaviour Support teachers
- Advisory Visiting Teachers

Support is sometimes sought through government and community agencies such as:

- Disability Services
- Child and Youth Mental Health
- Qld Health
- Department of Child Safety
- Local youth support groups

8. CONSIDERATION OF INDIVIDUAL CIRCUMSTANCES

When applying our Code of Behaviour the individual circumstances, history and actions of the individual student will be considered in the context of the needs and rights of the whole school community, to ensure our behaviour responses are fair and equitable.

When applying consequences, the school will ensure that the right of the student to natural justice is assured.

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 Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009
RELATED POLICIES

- 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

SOME RELATED RESOURCES

- National Safe Schools Framework
  (ncab.nssfbestpractice.org.au/resources/resources.shtml)
- National Framework for Values Education in Australian Schools
  (www.valueseducation.edu.au)
- National Framework for Values Education in Australian Schools – Queensland
  (www.education.qld.gov.au/curriculum/values/)
- Bullying. No Way! (www.bullingnoway.com.au)
- MindMatters (www.curriculum.edu.au/mindmatters)
- School Wide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses
9. Endorsement

_____________________________________ Principal

_____________________________________ P&C President

_____________________________________ Assistant Regional Director

Effective Date: 01.01.13 to 31.12.15
APPENDIX 1
(This appendix is common to all schools in Metropolitan Region)

The Use of Personal Technology Devices* at School

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

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

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

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

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

Personal Technology Device Etiquette
Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be used in accordance with school procedures as outlined in this policy.

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 Manly 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, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

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

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

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

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

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

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

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

**Inappropriate behaviour outside of school hours**

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

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

**Implementation**

Allowable mobile phones and communication devices may be brought to school by students if the following requirements are adhered to:

- Written consent of the student’s parent must be received by the child’s teacher if a student is to be in possession of a mobile phone while at school. Parents may write a letter but will then be provided with the approved form, which must be completed.
- The phone is to be stored securely in the student’s bag or may be held at the school office for the student.
- The phone must not be used throughout the school day, for calls or messaging, unless the consent of the child’s teacher is forthcoming. Communication between home and school during the period when students are at school, must be achieved through the school office.

Failure to abide by these provisions will result in confiscation of the phone. It will be held at the school office for collection by the offending student’s parents/caregiver. Only one warning for non-compliance with the policy will be given. A second offence will result in consent for a mobile phone to be on school premises being withdrawn.
APPENDIX 2
(This appendix is common to all schools in Metropolitan Region)

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

Purpose

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

2. There is no place for bullying in Manly 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 Manly State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

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

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

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:
   - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
   - All students know the 5 school principles and have been taught the expected behaviours attached to each principle in all areas of the school
   - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
   - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
   - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

9. Cyberbullying often does not occur at school. Students are explicitly taught Cybersafety for example how to safely conduct and internet search, what cyberbullying is and what they should do if they receive unwanted messages including for example:
   - Not to respond to messages but keep them to report to parents and/or teachers immediately
   - Report any instances they see as a bystander of cyberbullying to parents and/or teachers immediately.

Manly State School will then investigate and respond to any incident of cyberbullying.

10. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times
simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

11. An initial introductory lesson is delivered, which teaches the 5 step strategy to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

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

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 Manly 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. Manly State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.
APPENDIX 3
(This appendix is common to all schools in Metropolitan Region)

WORKING TOGETHER TO KEEP MANLY STATE SCHOOL SAFE

We can work together to keep knives out of school. At Manly State School

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

If a student has a knife at school, they can expect serious consequences, such as 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 such as long suspension or exclusion.
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
- If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the principal and given to the police.

How can parents help to keep Manly State School safe?

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children’s lunch boxes, pencil cases or craft kits.
- Contact your school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact the principal.
APPENDIX 4

DETAILS REQUIRED FOR A CRITICAL INCIDENT REPORT

Name of student(s)

Date of incident

Time incident started

Time incident ended

Where was the student when the incident occurred?

Who was working with the student when the incident occurred?

Where were staff when the incident occurred?

Who was next to the student when the incident occurred?

Who else was in the immediate area when the incident occurred?

What was the general atmosphere like at the time of the incident?

What was the student doing at the time of the incident?

What occurred immediately before the incident? Describe the activity, task, event.

Describe what the student did during the incident.

Describe the level of severity of the incident. (e.g. damage, injury to self/others)

Describe who or what the incident was directed at.

What action was taken to de-escalate or re-direct the problem?

Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing).