Responsible Behaviour Plan for Students

1. Purpose
Mango Hill 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.

Our school fosters a supportive environment where students can be happy and where optimal learning can take place. Mango Hill State School ensures that children will learn and develop within their school environment without disruptive behaviour hindering their success and enjoyment of learning.

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

2. Consultation and data review
Mango Hill State School developed this plan in collaboration with our school community. Consultation with parents and staff members was undertaken through SWPBS meetings held in fortnightly meetings, with the school parent representative present at all meetings. A review of school data sets from 2011-current in SWPBS Data meetings each term also informed the development process.

The Plan was endorsed by the Principal and the President of the P & C.

3. Learning and behaviour statement
At Mango Hill State School we have five core values that underpin our school
► Respect - treating self and others with kindness, tolerance, care and compassion
► Excellence - celebrating success in academic, sporting and cultural pursuits
► Innovation – finding clever, creative ways of learning and working
► Teamwork - developing partnerships, cooperation and collaboration for success
► Commitment – striving to achieve through persistence and determination

We foster and promote behaviours, including good citizenship that are fair and non-violent and encompass such qualities as respect, fairness, self-management and cooperation. We respect the importance of each student’s individual intellectual, social, emotional and physical development, whilst maintaining that individual rights and responsibilities must contribute to a positive community spirit.

We believe that a safe and supportive environment protects the rights of all community members. That is, the rights of…

- students to learn
- teachers to teach
- everyone to be safe

All areas of Mango Hill State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.
Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

- Care for Self
- Care for Others
- Care for Learning
- Care for our School Environment

Our Responsible Behaviour Plan is grounded in the belief that the practices and behaviours of teachers and other adults at the school influence student behaviours. In order to facilitate appropriate standards of behaviour the school needs to provide:

- A positive whole school culture
- Clearly defined Expectations and Consequences
- Quality learning and teaching practices
- A balanced, relevant and engaging curriculum
- Supportive and collaboratively developed programs and procedures
- Proactive social skills programs
- Managed professional development and/or information sessions for all members of the school community.

Our school values and rules have been agreed upon and endorsed by all staff and our school Consultation Committee. 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

The PBL/SWPBS framework uses a three-tiered continuum of evidenced based supports (Tier 1 'Universal'; Tier 2 'Targeted', and Tier 3 'Intensive' levels of support services) to facilitate standards of positive behaviour and to respond to unacceptable behaviour. This whole school approach shapes, supports and recognises appropriate behaviour in all students.
Universal behaviour support

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Mango Hill 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 problem behaviour and provides a framework for responding to unacceptable behaviour.

A set of behavioural expectations (Appendices 1) in specific settings has been attached to each of our four school rules. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

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

- All families given an Expectations Matrix on enrolment;
- Behaviour lessons conducted by classroom teachers during Care Class;
- Reinforcement of learning from behaviour lessons on School Parade and during active supervision by staff during classroom and non-classroom activities;
- Catching students demonstrating the school values and rewarding this behaviour with Golden tickets;
- Recognising students adhering to our school values with School value awards on parade;
- End of Semester Outstanding Behaviour awards at presentation parade;
- Celebration activities - conclusion of each term;
- SOLE’s Day Out at the end of the Year;
- Posters in all learning areas;
- Letters to parents to acknowledge positive behaviours.

Whole School Behaviour Support

Mango Hill 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.
- School Behaviour Leadership team members’ regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Mango Hill State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Term whole staff meeting dedicated to School Wide Behaviour Support messages.
- Wellbeing goals established for students.
- Public awareness of school community’s high expectations for all students.
- Development of specific policies to address:
Reinforcing expected school behaviour
At Mango Hill State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

“Golden tickets”
Staff members hand “Golden tickets” out each day to students they observe following the Four Cares in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When they ‘catch’ a student following the Four Cares they can choose to give them a Golden Ticket. When students are given a Golden ticket they drop the card in one of the designated collection points at the following locations:

- Each classroom
- The Hub

Each week on parade, several Golden tickets are drawn and those children receive a small prize.

Mango Hill Value awards
Each week teachers will nominate students who have demonstrated an aspect of the Mango Hill Values. These students will be acknowledged with a certificate on parade.

Celebration Days
Each day students who follow the school rules are awarded a token or celebration stamp. Students participate in school wide celebration days depending on their percentage of tokens received each term.

SOLE’s Day Out
Students in years 3-6 who have received 100% of their celebration stamps for terms 2-4 receive an invitation to SOLES Day Out. The day is partially funded by the Mango Hill State School P and C association.

Responding to unacceptable behaviour
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 Care for themselves; Care of the Others; Care for their Learning or Care for the School Environment. 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**

A small number of students at Mango Hill State School may be 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.

<table>
<thead>
<tr>
<th>Educational Support</th>
<th>Behaviour Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Education Adjustment Profiles for Students With Disabilities&lt;br&gt;• Education Support Plans for Students in Care of the State&lt;br&gt;• Literacy &amp; Numeracy Intervention Programs&lt;br&gt;• Referral for support through Student Support Committee&lt;br&gt;• Learning Support Programs&lt;br&gt;• Targeted teacher aide support&lt;br&gt;• Individual Curriculum Programs</td>
<td>• Individual Behaviour Support Plans for identified students&lt;br&gt;• Mediation – G.O. &amp; Peer&lt;br&gt;• Classroom Management Programs&lt;br&gt;• Early parent contact with regular follow up meetings&lt;br&gt;• Chill Out Card or similar&lt;br&gt;• Alternative lunch time activities&lt;br&gt;• Social Skills programs- Games, SELF and Pals&lt;br&gt;• Play Plans&lt;br&gt;• Lunchtime Clubs&lt;br&gt;• Guidance Officer support&lt;br&gt;• Time Out&lt;br&gt;• Teacher / Student Mentoring Program&lt;br&gt;• Check in Check Out&lt;br&gt;• Managing Young Children’s Program&lt;br&gt;• Student Welfare Officer&lt;br&gt;• Positive Learning Centres</td>
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- **Intensive behaviour support**

Mango Hill 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. The following strategies may be implemented for students requiring more intensive support and/or flexible learning options to assist them to continue their learning.

<table>
<thead>
<tr>
<th>Intensive Intervention and Behaviour Support</th>
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<tbody>
<tr>
<td>• Regular involvement of parents/carers in support for student&lt;br&gt;• Administration Case Management for individual students&lt;br&gt;• Referral to Student Support Services&lt;br&gt;• Individual Behaviour Support Plan&lt;br&gt;• Student Welfare Officer</td>
</tr>
</tbody>
</table>
5. Emergency responses or critical incidents

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An emergency situation or critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy. It is important to ensure staff relocate nearby students who may be in an unsafe situation and call for assistance.

Basic defusing strategies

Avoid escalating the problem behaviour
(Avoid shouting, cornering the student, moving into the student’s space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language).

Maintain calmness, respect and detachment
(Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally).

Approach the student in a non-threatening manner
(Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates).

Follow through
(If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students’ attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).

Debrief
(Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations).

Physical Intervention
Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.
Appropriate physical intervention may be used to ensure that Mango Hill 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.

Record keeping
Each instance involving the use of physical intervention must be formally documented. The processes can be found at http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx online. Following each instance involving the use of physical intervention, the following records are to be maintained:
- Physical Intervention Incident Report (Appendix 5)
- Debriefing Report (Appendix 6)

6. Consequences for unacceptable behaviour

Mango Hill State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. A system of referral forms are used to record all minor and 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 referred directly to the school Administration team

**Minor** behaviours are those that:
- are minor breeches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours
- do not require involvement of specialist support staff or Administration.

Individual class teachers will be primarily responsible for dealing with minor behaviours. Strategies to implement supportive, fair, logical and consistent consequences include:

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Consequence</th>
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<tbody>
<tr>
<td>Running on concrete or around buildings</td>
<td>Restate/ Rule reminder</td>
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<tr>
<td>Playing in toilets</td>
<td>Warning</td>
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<tr>
<td>Not playing school approved games</td>
<td>Thinking Chair/Area</td>
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<tr>
<td>Non compliance</td>
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<tr>
<td>Inappropriate language (written/verbal)</td>
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<tr>
<td>Incorrect use of equipment</td>
<td>Equipment confiscated</td>
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<tr>
<td>Not completing set tasks that are at an appropriate level</td>
<td>Rule reminder</td>
</tr>
<tr>
<td>Refusing to work</td>
<td>Warning</td>
</tr>
<tr>
<td>Disrupting the learning of others</td>
<td>Thinking chair</td>
</tr>
<tr>
<td>Littering</td>
<td>Community service eg litter pick up</td>
</tr>
<tr>
<td>Not wearing a hat in playground</td>
<td>Rule reminder.</td>
</tr>
<tr>
<td>Not wearing shoes outside</td>
<td>Hub / Club</td>
</tr>
<tr>
<td>Throwing sticks/stones</td>
<td>Referral to reflection Room</td>
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<tr>
<td>Minor hands on or rough play</td>
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</table>

**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 seeks assistance from Administration.

Major problem behaviours may result in the following consequences:

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Possible Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Throwing objects</td>
<td>The Principal (or delegate) will investigate thoroughly and apply consequences that are fair and consistent. This may include:</td>
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<tr>
<td>Possession of weapons</td>
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<tr>
<td>Physical aggression</td>
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<tr>
<td>Fighting</td>
<td>Time in office</td>
</tr>
<tr>
<td>Unauthorised Behaviour</td>
<td>Consequence</td>
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<tr>
<td>--------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
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<tr>
<td>Leaving school without permission</td>
<td>Reflection Room referral</td>
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<tr>
<td>Use of electronic devices in any part of the school for voicemail, email, text</td>
<td>Alternate lunchtime activities</td>
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<tr>
<td>messaging or filming purposes without authorisation and not in line with the ePAL</td>
<td>Loss of privilege</td>
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<tr>
<td>agreement.</td>
<td>Restitution</td>
</tr>
<tr>
<td>Aggressive language/verbal abuse</td>
<td>Referral to alternate program</td>
</tr>
<tr>
<td>Stealing / major theft</td>
<td>Parent contact</td>
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<tr>
<td>Wilful property damage</td>
<td>Referral to Guidance Officer</td>
</tr>
<tr>
<td>Vandalism</td>
<td>Referral to Intensive Behaviour Support Team</td>
</tr>
<tr>
<td>Possession or selling of drugs</td>
<td>Suspension from school</td>
</tr>
<tr>
<td>Major bullying / harassment</td>
<td>Exclusion</td>
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<tr>
<td>Major disruption to class</td>
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<tr>
<td>Bringing knives to school (see Appendix 5)</td>
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<tr>
<td>Outside school incidents that affects the good order and management of the school</td>
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<tr>
<td>such as cyberbullying, and school bus misconduct</td>
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</tbody>
</table>

Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

The teacher responds to low level misbehaviour and classroom disturbance by giving clear directions, reinforcing positive behaviour and using non verbal messages to alert or cue the student.

**Restatement, Rule Reminders**

The teacher may then add a combination of the following strategies to address the student’s behaviour: restatement of the rule, giving a specific direction, giving the student a choice - such as, to work/play appropriately OR move to a different area/activity.

**Thinking Chair**

The student is directed to a different part of the current classroom, to sit at an isolated desk until they are willing and able to comply. Posters relating to positive behaviour are displayed at this desk, and paper is supplied if students would like to draw as part of their cool down time. After a minimum of five minutes, if students are ready to re-enter the class group, they may raise their hand or under the direction of the teacher. It is critical that teachers support re-entry in a planned, solution focussed, non-punitive manner.

**Exit Class**

If a student returns to the class after spending time at the Thinking Chair or refuses and continues to be disruptive, or refuses to use the Thinking chair teachers will direct the student to go to their Exit Class. This is another classroom, which has a separate desk and chair positioned in a non-threatening area, away from the whole group. Students stay at the Exit Class until they are ready to follow instructions and demonstrate understanding of the Mango Hill rules. The teacher at the Exit Class is not punitive or judgmental. They are providing a safe and supportive environment for students to reflect on their own choices.
Office Referral
If the students still continues to disrupt the learning of others, this becomes a “Major behaviour” and the student is referred to the Administration. 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 all stakeholders- including the teacher and student, parents/carers and Administrations.

The flowchart (Appendix 2) outlines these procedures.

MHSS Playground and Outside School Management for inappropriate behaviour

The teacher on duty responds to low level misbehaviour by giving clear directions, reinforcing positive behaviour and using non verbal messages to alert or cue the student.

Restatement, Rule Reminders
The teacher may then add a combination of the following strategies to address the student’s behaviour: restatement of the rule, giving a specific direction, giving the student a choice - such as, to work/play appropriately OR move to a different area/activity.

Time Out- Thinking Chair
The student is directed to a different part of the playground to sit in an isolated spot until they are willing and able to comply. After a minimum of five minutes, if students are ready to re-enter the playground safely, they will be directed by the teacher. It is critical that teachers support re-entry in a planned, solution focussed, non-punitive manner.

Office Referral/ Reflection
If the students still continues to break rules after time out or if the infringement is more serious eg throwing stones, this becomes a “Major behaviour” and the student is referred to the office for Reflection. The staff in Reflection will work with the students to address the behaviour and plan for future play in the playground.

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

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

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

The flowchart (Appendix 3) outlines these procedures.

Ensuring consistent responses to problem behaviour
At Mango Hill State School staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development
and/or training. Through training activities (SWPBS term staff meetings each term), we work to ensure consistent responses to problem behaviour across the school.

Students also receive training about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member redirects their behaviour or consequences are applied for problem behaviour.

Suspension and exclusion may be considered in serious situations however other consequences will be considered prior to suspension and exclusion.

### 7. Network of student support

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

- Parents
- Teachers
- Support Staff
- Administration Staff
- Student Welfare Officer
- Guidance
- Advisory Visiting Teachers
- Positive Learning Centre Staff
- Senior Guidance Officer

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

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

Mango Hill 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 students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and receive adjustments appropriate to their learning and/or impairment needs.

9. Related legislation
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 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 ........................................ to ..................................................
## Appendix 1

### MATRIX OF EXPECTED BEHAVIOURS

<table>
<thead>
<tr>
<th>ALL SETTINGS</th>
<th>CARE FOR SELF</th>
<th>CARE FOR OTHERS</th>
<th>CARE FOR LEARNING</th>
<th>CARE FOR SCHOOL ENVIRONMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ALL SETTINGS</strong></td>
<td><strong>Develop resilience</strong></td>
<td><strong>Keep hands and feet to yourself.</strong></td>
<td><strong>Be in the right place at the right time</strong></td>
<td><strong>Keep prohibited items at home</strong></td>
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<td></td>
<td><strong>Be honest</strong></td>
<td><strong>Use appropriate language and speak</strong></td>
<td><strong>Try your best with all tasks and show</strong></td>
<td><strong>Care for property</strong></td>
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<tr>
<td></td>
<td><strong>Always stay in the school grounds</strong></td>
<td><strong>kindly.</strong></td>
<td><strong>commitment towards your learning goals.</strong></td>
<td><strong>Wear correct school uniform</strong></td>
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<td></td>
<td><strong>unless with a teacher.</strong></td>
<td><strong>Use manners and show respect.</strong></td>
<td><strong>Try new games and activities.</strong></td>
<td><strong>Report problems to a</strong></td>
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<td></td>
<td><strong>Use hygienic practices</strong></td>
<td><strong>Follow directions</strong></td>
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<td><strong>Be a problem solver.</strong></td>
<td><strong>Embrace diversity</strong></td>
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<td><strong>Solve disagreements using the High5</strong></td>
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<td><strong>Biting and spitting are not acceptable.</strong></td>
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<td><strong>Co-operate with others and use teamwork.</strong></td>
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<td><strong>Be in the right place at the right</strong></td>
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<td><strong>time</strong></td>
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<td><strong>Try your best with all tasks and show</strong></td>
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<td><strong>commitment towards your learning</strong></td>
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<td><strong>goals.</strong></td>
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<td><strong>Try new games and activities.</strong></td>
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<td><strong>Be in the right place at the right</strong></td>
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<td><strong>time</strong></td>
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<td></td>
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<td><strong>Keep prohibited items at home</strong></td>
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<thead>
<tr>
<th>LEARNING ENVIRONMENTS</th>
<th>EATING TIME</th>
<th>PLAY TIMES</th>
<th>USE of eLearning Devices</th>
<th>TOILETS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LEARNING ENVIRONMENTS</strong></td>
<td><strong>Eat enough healthy foods for Brain Break and Lunch</strong></td>
<td><strong>Chew with your mouth closed</strong></td>
<td><strong>Follow steps on the ePAL agreement</strong></td>
<td><strong>Use the correct toilets.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Sit when eating</strong></td>
<td><strong>Only eat your own food.</strong></td>
<td><strong>Be Cybersafe and Cybersmart when using the Internet</strong></td>
<td><strong>Wait outside for your partner.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Be on time (quick to the table).</strong></td>
<td><strong>Only speak with an empty mouth.</strong></td>
<td><strong>iPads in bag before and after school</strong></td>
<td><strong>Respect other people’s personal space.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Make healthy food choices to help your brain and body.</strong></td>
<td><strong>Keep account names and password safe and secure</strong></td>
<td><strong>Respect other people’s personal space.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Put litter in the bin</strong></td>
<td><strong>and secure</strong></td>
<td><strong>Respect other people’s personal space.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>PLAY TIMES</strong></th>
<th><strong>Use safely.</strong></th>
<th><strong>Respect others.</strong></th>
<th><strong>Stop play when the bell rings and pack up equipment.</strong></th>
<th><strong>Be water wise</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Wear a hat, sun safe clothes and shoes at all times.</strong></td>
<td><strong>Include others.</strong></td>
<td><strong>Listen and do as the teacher on duty tells you.</strong></td>
<td><strong>Leave the area clean</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Play in the correct area.</strong></td>
<td><strong>Play school approved games.</strong></td>
<td><strong>Think of different ways to solve problems.</strong></td>
<td><strong>Put paper in the bin.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Report injuries to the teacher on duty.</strong></td>
<td><strong>Using play equipment safely.</strong></td>
<td><strong>Stop play when the bell rings and pack up equipment.</strong></td>
<td><strong>Use soap and towels sensibly.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Show self-control.</strong></td>
<td><strong>Be fair.</strong></td>
<td><strong>Listen and do as the teacher on duty tells you.</strong></td>
<td><strong>Flush after use.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Sit when eating</strong></td>
<td><strong>Walk on concrete areas.</strong></td>
<td><strong>Think of different ways to solve problems.</strong></td>
<td><strong>Be water wise</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>USE of eLearning Devices</strong></th>
<th><strong>Follow steps on the ePAL agreement</strong></th>
<th><strong>Hand in mobile phones to the office on arrival at school.</strong></th>
<th><strong>Use the Mango Hill State School internet to download only audio/video, website content and programs related to learning</strong></th>
<th><strong>Go to the toilet before school and during lunch breaks.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Be Cybersafe and Cybersmart when using the Internet</strong></td>
<td><strong>Leave all school non-approved devices at home</strong></td>
<td><strong>Store iPads in the lockable storeroom or area provided in each classrooms.</strong></td>
<td><strong>Be water wise</strong></td>
</tr>
<tr>
<td></td>
<td><strong>iPads in bag before and after school</strong></td>
<td><strong>All Cloud applications will be turned off while I am at school</strong></td>
<td><strong>Be water wise</strong></td>
<td><strong>Leave the area clean</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Keep account names and password safe and secure</strong></td>
<td><strong>Demonstrate etiquette when using devices</strong></td>
<td><strong>Be water wise</strong></td>
<td><strong>Put paper in the bin.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>TOILETS</strong></th>
<th><strong>Use the correct toilets.</strong></th>
<th><strong>Wash your hands after using the toilet.</strong></th>
<th><strong>Respect other people’s personal space.</strong></th>
<th><strong>Be water wise</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>One person per cubicle</strong></td>
<td><strong>Close the door when in the toilet.</strong></td>
<td><strong>Play away from the toilets.</strong></td>
<td><strong>Leave the area clean</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Use the correct toilets.</strong></td>
<td><strong>Wait outside for your partner.</strong></td>
<td><strong>Respect other people’s personal space.</strong></td>
<td><strong>Put paper in the bin.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Respect other people’s personal space.</strong></td>
<td><strong>Play away from the toilets.</strong></td>
<td><strong>Use soap and towels sensibly.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Use a quiet voice.</strong></td>
<td><strong>Play away from the toilets.</strong></td>
<td><strong>Flush after use.</strong></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>CANTEEN</th>
<th>TRANSITION TIMES</th>
<th>BEFORE/ AFTER SCHOOL</th>
<th>CAR PARK SAFETY</th>
<th>OUT OF SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wait your turn.</td>
<td>Line up</td>
<td>Make healthy food choices.</td>
<td>Put all rubbish in the bin.</td>
<td></td>
</tr>
<tr>
<td>• Buy and eat your own food.</td>
<td>• Follow the ordering procedure.</td>
<td>• Eat ice blocks in the Piazza.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Follow the ordering procedure.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• Eat ice blocks in the Piazza.</td>
<td>• Eat ice blocks in the Piazza.</td>
<td>• Use stairs responsibly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Line up</td>
<td>• When moving, walk quietly and responsibly in two lines.</td>
<td>• Sit down in lining up area after breaks</td>
<td>• Use the pathways.</td>
<td></td>
</tr>
<tr>
<td>• Wait your turn.</td>
<td>• Ensure you are to class on time.</td>
<td>• Hold equipment responsibly.</td>
<td>• Return all equipment to sheds and classrooms.</td>
<td></td>
</tr>
<tr>
<td>• Buy and eat your own food.</td>
<td>• Stop play on the first bell, visit toilet/drink and line up</td>
<td>• Use stairs responsibly.</td>
<td>• Use the pathways.</td>
<td></td>
</tr>
<tr>
<td>• Follow the ordering procedure.</td>
<td>• Ensure you are to class on time.</td>
<td>• Use stairs responsibly.</td>
<td>• Use the pathways.</td>
<td></td>
</tr>
<tr>
<td>• Eat ice blocks in the Piazza.</td>
<td>• Stop play on the first bell, visit toilet/drink and line up</td>
<td>• Make healthy food choices.</td>
<td>• Respect the gardens.</td>
<td></td>
</tr>
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<td>• Line up</td>
<td>• When moving, walk quietly and responsibly in two lines.</td>
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<td>• Respect the gardens.</td>
<td></td>
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<td>• Use the pathways.</td>
<td></td>
</tr>
</tbody>
</table>

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The Code of
School
Behaviour
Better Behaviour
Better Learning
Appendix 4

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.

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

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 discipline.

Confiscation

Permitted personal technology devices as part of the Mango Hill State School ePAL program, 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 (other than those permitted under the Mango Hill State School ePAL program) is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes.

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 Mango Hill State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.
Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students may be subject to discipline (including suspension and recommendation for exclusion) if they breach the policy by being involved in recording and/or disseminating material (through text messaging, display, internet uploading or other means) or are knowingly the subject of such a recording.

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

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

**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 this Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

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

**Special circumstances arrangement**
Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.
Appendix 5

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

Purpose

1. Mango Hill 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 Mango Hill 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 Mango Hill 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 Mango Hill 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 Mango Hill 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.
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 4 school expectations 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 nonclassroom 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. 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.

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

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 Mango Hill 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. Mango Hill 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.

14. At Mango Hill SS we utilise a number of resources to support the explicit teaching of anti-bullying behaviour including

Appendix 6

Appropriate use of social media

Mango Hill State School provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others.

Mango Hill State School is committed to promoting the responsible and positive use of social media sites and apps.

No student of Mango Hill State School will face disciplinary action for simply having an account on Facebook or other social media site.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at Appendix 5, it is unacceptable for students to bully, harass or victimise another person whether within Mango Hill State School grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Mango Hill State School, whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Mango Hill State School engaging in appropriate online behaviour.

Role of social media

The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.

Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.

The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.
Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

**Appropriate use of social media**

Students of Mango Hill State School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else’s personal information, is not shared.

- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents’ face or shouting in a crowded room.

- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.

- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Mango Hill State School the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Mango Hill State School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

**Laws and consequences of inappropriate online behaviour and cyberbullying**

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the Criminal Code Act 1995 (Cth) and the Criminal Code Act 1899 (Qld) contain relevant provisions applicable to cyberbullying.
The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is “using a carriage service to menace, harass or cause offence to another person”.

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking.
- Computer hacking and misuse.
- Possession of child exploitation material.
- Involving a child in making child exploitation material.
- Making child exploitation material.
- Distribution of child exploitation material.
- Criminal Defamation.

There are significant penalties for these offences.

Mango Hill State School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Mango Hill State School expects its students to engage in positive online behaviours.
## Appendix 7

### Physical Intervention Incident Report

<table>
<thead>
<tr>
<th>Name PROBLEM BEHAVIOUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Incident</td>
</tr>
</tbody>
</table>

Where was the student when the incident occurred?

Who was working with the student when the incident occurred?

Where was 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).
Appendix 8
Debriefing Report

Formal debriefing
Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:
- reverse or minimise the negative effects of physical intervention;
- prevent the future use of physical intervention; and/or
- address organisational problems and make appropriate changes.

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

Debriefing should provide information on:
- who was involved;
- what happened;
- where it happened;
- why it happened; and
- what we learned.

The specific questions we want to answer through the debriefing process are:
- FACTS: what do we know happened?
- FEELINGS: how do you feel about the event that happened?
- PLANNING: what can/should we do next?

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

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

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).
Appendix 9: Knives in school

WORKING TOGETHER TO KEEP MANGO HILL STATE SCHOOL SAFE

Information for Parents

We can work together to keep knives and other weapons out of school. At Mango Hill State School

• Every student has the right to feel safe and be safe at school.
• No knives or other weapons are allowed to be taken to school by students.
• There is no reason for a student to have a knife or weapon 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 tough 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. This may include 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 Mango Hill 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
Information for students

We can work together to keep knives out of school. At Mango Hill State School
- Every student has the right to feel safe and be safe at school.
- There is no reason for a student to have a knife at school.
- No knives are allowed to be taken to school by students.
- It is against the law for a student to have a knife at school.
- A student that has a knife at school can receive very serious consequences.

What kinds of knife are banned?

You are not allowed to have any type of knife at school including:
- flick knives, ballistic knives, sheath knives, push daggers, trench knives,
- butterfly knives, star knives, butter knives, fruit knives or craft knives
- any item that can be used as a weapon, for example, a chisel.

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

What will happen if I bring a knife to school?

- If you have a knife at school, the principal may call the police.
- Police can search you and your property at school if they think you have a knife.
- If you have a knife at school, you may be disciplined. This may include suspension or exclusion.
- You may be charged with a criminal offence and face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers can be searched if the principal suspects that you have a knife on or in school property.
- If the principal thinks you have a knife in your bag, the bag can be confiscated until police arrive.
- If you have a knife at school, it can be confiscated by the principal and given to the police.
- You may face serious disciplinary consequences if you bring a knife to school.

How can I help to keep Mango Hill State School safe?

- Make sure you know the laws and rules about knives.
- Ask your parents not to put knives or knife tools in your lunch box, pencil case or craft kit.
- Contact your teacher if you are being bullied or threatened at school.
- Immediately tell a teacher or adult if you think someone has a knife at school, or if they say they will bring a knife to school.
- Immediately tell a teacher if a student is threatening anyone with an object that could injure them.