1. Purpose

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education. Mount Morgan State High School’s Responsible Behaviour Plan reflects this commitment and seeks to provide guidelines for all members of the school community to promote safe, responsible and respectful practices that support learning – in its broadest context.

2. Consultation and data review

In 2012 Mount Morgan State High School became a School Wide Positive Behaviour Support (SWPBS) school. A team including Principal, Head of Department, Guidance Officer, teachers and teacher aides engaged in training to support the implementation of this program into the school. During the 2012 school year staff have received regular updates and information sessions to support school implementation.

Attendance and behaviour data was used by the review team to inform the planning and development of this document.

The Principal provided regular reports to the P&C Association and the school community through the school newsletter. The school community was invited to participate in the review through the school newsletter.

3. Learning and behaviour statement

All areas of Mount Morgan State High 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 Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Mount Morgan State High School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

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

- Be safe
- Be responsible
- Be respectful
- Be a learner

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 and SWPBS.

Key thinking for School Wide Positive Behaviour Support Program:
1. Behaviour is affected by the interaction between the environment, others in it and the individual
2. Behaviour is also affected by internal factors of an individual
3. Behaviour is lawful and predictable (patterns can be identified)
4. All behaviour is purposeful (function)
5. Manipulation of environmental factors can influence the increase or decrease of behaviour
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

- **Positive behaviour support**

  There are three levels (SWPBS) to our targeted behaviour support:
  1. Primary
  2. Secondary
  3. Tertiary

- **Primary behaviour support**

  The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Mount Morgan State High 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 provide a framework for responding to unacceptable behaviour.

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

<table>
<thead>
<tr>
<th>School-wide Expectations Teaching Matrix</th>
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<tbody>
<tr>
<td><strong>Setting</strong></td>
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<td>Around the main buildings and moving between/to class and lining up</td>
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<td>Classrooms (including general classrooms, computer lab, resource centre and practical area)</td>
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<td>Toilets</td>
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<tr>
<td>Off Campus (eg. Sport, excursions,</td>
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<td>representing the school individually</td>
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<td>or in a group)</td>
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<td>Assembly/Parade</td>
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<td>Formal Exams</td>
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These expectations are communicated to students via a number of strategies, including:
- Behaviour lessons conducted by all staff at the start of the school year as part of the whole school induction process.
- Lessons to be retaught as needs are identified through regular data reviews and anecdotal evidence.
- Reinforcement of learning from behaviour lessons on school assemblies and during active supervision by staff during classroom and non-classroom activities.

**Proactive and preventative processes**
- A dedicated section of the school newsletter, encouraging parents to be actively and positively involved in school behaviour expectations.
- SWPBS team members regularly provide information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in Mount Morgan State High School’s Responsible Behaviour Plan for Students to be delivered to new students, as well as new, and new relief staff.
- Individual support plans 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.
- Student Support Committee meeting regularly to prioritise individual students for intensive support.
- Use of a free and frequent rewards system.
- Development of specific policies to address:
  - The Use of Personal Technology Devices at School (Appendix 1)
  - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2)
Reinforcing expected school behaviour

At Mount Morgan State High School communication of our key messages about behaviour is achieved 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.

Mount Morgan State High School Free and Frequent Reward System

Staff members hand Free and Frequent Rewards (tickets) out each day to students they observe following school rules in both classroom and non-classroom settings. This reinforcement occurs continually throughout the day. When teachers ‘catch’ a student following the rules they can choose to give them a Reward Ticket. When students are given a Reward Ticket they drop the ticket in one of the designated collection points at the following locations:

- School administration block
- Library
- Tuckshop

Tickets are never removed as a consequence for problem behaviour.

A rewards program will be implemented at key junctures (month, term and year).

Positive strategies to promote positive behaviour

Children may behave the way they do because they have learned that behaviour, or because they have not learned alternative, more positive ways to act.

The primary goal of School Wide Positive Behaviour Support (SWPBS) is to improve the quality of life for children and young people by increasing:

“Their appropriate behaviour and reducing the impact of challenging behaviour…”

There are three primary ways of learning: explaining, rewarding, and providing negative consequences. It is a school-wide belief that acknowledging positive behaviour is as important as correcting negative behaviour.

Assumptions

1. Behaviour is learned and serves a specific purpose.
2. Behaviour is related to the context within which it occurs.

Positive Behaviour

At Mount Morgan State High School we have two positive behaviour initiatives

1) Free and Frequent Reward System (Ticket System)
2) Good News referral system

The Ticket System rewards students when they are ‘identified doing the right thing’. Students receive a Ticket identifying their Respectful, Responsible and Safe behavior which then goes into a draw to win prizes. It is the responsibility of every teacher to disperse 10 token tickets per lesson

Good News referral System. - Traditionally, teachers and other members of staff sent discipline referrals to the school office only for students' misbehavior, however the Good News Referral System requires teachers to send positive referrals to administrators for students who have done something especially noteworthy (e.g. marked improvement in behaviour or academics over an extended period of time, leadership role in helping other students, or preventing conflict with good problem-solving skills). The principal, Head of Department or Year level Coordinator would then notify the parents by phone or letter to advise them of their students’ positive behavior.

It is the SWPBS team's belief that recognition of positive behavior allows Mount Morgan State High School to focus on building positive, productive relationships for students in their learning environment.
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 the school's expectations.

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

At Mt Morgan State High School all staff follow the Teacher Behaviour Flow Chart (Refer to Class Managed section of Teacher Behaviour Flow Chart – Appendix 5)

- Secondary

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

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.

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

For students whose behaviour does not improve after referral for managed support (Appendix 5) or whose previous behaviour indicates a need for specialised intervention, a continuum of responses is provided with intensive behaviour support (see Appendix 3).

- Tertiary

Mount Morgan State High 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 Student Support Committee:
- works with other staff members to develop appropriate behaviour support strategies,
- monitors the impact of support for individual students through continuous data collection,
- makes adjustments as required for the student, and
- works with the SWPBS team to achieve continuity and consistency.

The Student Support Committee has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration, Guidance Officer and regional-based behavioural support staff.
5. Consequences for unacceptable behaviour

Mount Morgan State High 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 variety of forms are used in this process. (Appendix 6)

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

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

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

**Minor problem behaviours** may result in the following consequences:
- a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction procedure. The staff member takes the student aside and:
  1. names the behaviour that the student is displaying,
  2. asks student to name expected school behaviour,
  3. states and explains expected school behaviour if necessary,
  4. gives positive verbal acknowledgement for expected school behaviour.

**Major behaviours** are those that:
- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration.

**Major problem behaviours** may result in the following consequences:
- Time in office, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence AND/OR
- Parent contact, referral to Guidance Officer, referral to Student Support Committee, suspension from school
- 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.

6. 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. This could include implementing Lockdown procedures.

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

Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.
Basic defusing strategies

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

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

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

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

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

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

Appropriate physical intervention may be used to ensure that Mount Morgan State High 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 following records must be maintained:

- incident report - Oneschool
- Health and Safety incident record (link)
- debriefing report (for student and staff) (Appendix 4).

7. Network of student support

- Parents
- Class teachers
- Non-teaching staff
- Year Level Coordinators
- Principal
- Heads of Department (HOD)
- Guidance Officer
- Community education Adviser
- School Chaplain
- School Nurse
- Significant others
- Community Personnel – eg. Reconnect, Red Cross – Rockhampton Area Intervention (RAI), Youth Connections, CQID, Hub, Anglicare, Youth Support Co-ordinator
- CentreCare – Leaps and Bounds
- ARTIE Program (Closing the Gap)
- Child and Youth Mental Health
- Advisory Visiting Teachers
- Kids Help Line

8. Consideration of individual circumstances

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

Mount Morgan State High 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 Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009
10. Related policies

- **SMS-PR-021**: Safe, Supportive and Disciplined School Environment
- **CRP-PR-009**: Inclusive Education
- **SMS-PR-027**: Enrolment in State Primary, Secondary and Special Schools
- **SMS-PR-022**: Student Dress Code
- **SMS-PR-012**: Student Protection
- **SCM-PR-006**: Hostile People on School Premises, Wilful Disturbance and Trespass
- **GVR-PR-001**: Police Interviews and Police or Staff Searches at State Educational Institutions
- **ICT-PR-004**: Using the Department's Corporate ICT Network
- **IFM-PR-010**: Managing Electronic Identities and Identity Management
- **SCM-PR-003**: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

11. Some related resources

- National Safe Schools Framework
  (www.ncab.nssfbestpractice.org.au/resources/resources.html)
- National Framework for Values Education in Australian Schools
  (www.valueseducation.edu.au)
- Bullying. No Way! (www.bullyingnoway.com.au)
- MindMatters (www.curriculum.edu.au/mindmatters)
- School Wide Positive Behaviour Support
- Values for Australian Schooling – Dept of Education
- High Talk - Family Planning Queensland
- Let’s Fight it Together (Cyber smart series) – Australian Communications and Media Authority, Childnet International
- Cyber Bullying in Schools – Mike Lanyon , Stride Foundation
- Bullying Prevention In Positive Behaviour Support – Ross, S. Horner,R. and Stiller,B
- Bulling. No Way!
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses

Endorsement

________________________  ______________________  ______________________
Paul Nicholson            P&C President            Paul Wood
Principal                P&C President            Assistant Regional Director

Date effective:

from ........................................... to ...........................................
MOUNT MORGAN STATE HIGH SCHOOL

Personal Technology Devices Policy
(Mobile Phone, Electronic Devices and associated apparatus)
Revised & Amended 4 December 2012

PURPOSE

Every student and teacher has a right to privacy, to feel safe and be treated with dignity. Phones, MP3 players and other technological devices can cause significant disruption to the learning environment and the erosion of the rights of others. This has meant that it is necessary to put in place firm rules and boundaries around the use of all recording devices and phones. The violation of the rights of others and inappropriate use cannot be tolerated.

Inappropriate use includes:
- Using the devices during school hours (Texting, Facebook and other social media)
- Inappropriate content being sent and accessed
- Facebook and social media being used to post inappropriate comments
- Facebook, texting and social media being used to intimidate and bully students
- Inappropriate use of technology outside school which impacts on the good order of the school

RULE

This policy aims to support the learning environment and safety of all the students at Mount Morgan State High School.
- A student seen with a mobile phone or electronic device on school grounds (this includes before school) will be requested to hand the device to the staff member. The staff member will take the device to the office. The student collects the mobile phone or electronic device from the office at the end of the school day.
- If a student continues to bring the mobile phone or electronic device to school the parents will be contacted to collect the device. The mobile phone or electronic device will not be returned to the student.
- If a student refuses to hand in their mobile phone or electronic device they will receive a suspension from school for refusing to follow the directions of a staff member.
- Mobile Phones and MP3 Players or similar devices will not be permitted to be used as USB devices for student work.
- In the case where a parent wishes to send their student to school with a phone, the student, when entering the school grounds, must hand the mobile phone in at the office. The student collects the mobile phone from the office at the end of the school day.
- Parents that need to contact their child during the day are able to do this through the office.
- May not use any recording device in the school grounds or at school functions. This includes:
  - Transmitting images
  - Taking photographs with a phone
  - Taking photographs with a camera
  - Using a tape recorder
  - Using a mobile phone on 'record'
  - Using an MP3 player on 'record'
  - Video recording

EXCEPTION: If a HOD or the Principal have approved the use of an electronic device to record images etc for curriculum purposes.
RESPONSIBILITIES

School
• To deal with all breaches fairly and equitably

Student
• To adhere to provision of the policy
• To respect the rights of others

Parents/Carers
• To support the school’s efforts to ensure students respect the rights of others
• To remind students of the etiquette surrounding the use of mobile phones and other recording devices

CONSEQUENCE – Disciplinary Action
• Suspension (1 – 20 days)
• other – depending on the context

Related legislation
• Education (General Provisions) Act 2006
• Education (General Provisions) Regulation 2006
• Anti-Discrimination Act 1991
• Commission for Children and Young People and Child Guardian Act 2000
• Workplace Health and Safety Act 1995
• Workplace Health and Safety Regulation 1997
Appendix 2

MOUNT MORGAN STATE HIGH SCHOOL

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

Purpose

1. Mount Morgan State High 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 Mount Morgan State High 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 Mount Morgan State High 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 Mount Morgan State High 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 Mount Morgan State High 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 4 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

9. 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 at the beginning of the school year, which teaches the 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 as and when required based on data collection, 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 Mount Morgan State High 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. Mount Morgan State High 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.

Responses to bullying

Reports of bullying will be investigated and acted upon. Responses to bullying might include targeted support for victims and perpetrators and/or sanctions or consequences consistent with the Responsible Behaviour Plan for Students. It is important to remember that any illegal actions might need to be referred to the Queensland Police Service either by the School or by the victim.

At Mount Morgan State High School we support victims and perpetrators by:

- Social skills programs for students at risk of being involved in bullying incidents
- Supervision of risk areas
- Providing counselling support
- Providing access to staff including principal, teachers, teacher aides, guidance officer, chaplain, specialist support staff
- Development of Individual Behaviour Plans.
At Mount Morgan State High School the consequences for bullying might include the following:

- Warnings
- Withdrawal from class/es
- Time out at lunch times
- Detention
- Meetings with parents
- In school suspension
- Out of school suspension
- Exclusion
- Police involvement.

**Reporting and monitoring bullying**

At Mount Morgan State High School reports of bullying are taken seriously. Students and parents may report bullying in the following ways.

- Directly to a member of staff
- Phone call to the office or administration team

Reports of bullying will be collated and monitored to inform the school community about the extent of bullying and to identify particular areas of concern for future action. All bullying reported to the school will be dealt with as quickly as possible. All investigations will be conducted using the principles of natural justice (see the Responsible Behaviour Plan for Students for an explanation of this.)

**Related legislation**

- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Workplace Health and Safety Regulation 1997

**Related policies**

- SMS-PR-012: Student Protection
- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
- SMS-PR-018: Information Sharing under Child Protection Act 1999
- SMS-PR-008: Family Law Matters Affecting State Educational Institutions
- CMR-PR-001: Complaints Management
- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- SMS-PR-024: Internet - Student Usage
- SDV-PR-001: Employee Professional Development
- The Code of Conduct
## Appendix 3
### CONTINUUM OF RESPONSES

**RESPONSIBLE, RESPECTFUL, SAFE, LEARNER**

<table>
<thead>
<tr>
<th>BEHAVIOUR</th>
<th>POSSIBLE CONSEQUENCES/STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CLASS MANAGED</strong></td>
<td>Reinforcement by:</td>
</tr>
<tr>
<td>MINOR</td>
<td>• Verbal reinforcement</td>
</tr>
<tr>
<td></td>
<td>• Verbal negotiation</td>
</tr>
<tr>
<td></td>
<td>• Record of achievement for formal acknowledgement</td>
</tr>
<tr>
<td></td>
<td>• Phone calls/letters/emails/postcards to parents</td>
</tr>
<tr>
<td></td>
<td>• Sent to Buddy Class</td>
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<tr>
<td></td>
<td>• Detention</td>
</tr>
<tr>
<td></td>
<td>• Phone call to parents</td>
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<tr>
<td></td>
<td>• Reminder of classroom expectations</td>
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<tr>
<td></td>
<td>• In-class separation</td>
</tr>
<tr>
<td></td>
<td>• Yard Duty (with teacher)</td>
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<tr>
<td></td>
<td>• Confiscation of distraction (e.g., phone/phone)</td>
</tr>
<tr>
<td></td>
<td>• Seating plan</td>
</tr>
<tr>
<td></td>
<td>• Have emergency equipment available for students</td>
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<tr>
<td></td>
<td>• Rule reminder and redirect</td>
</tr>
<tr>
<td></td>
<td>• Gold Slip (When all strategies listed above are unsuccessful)</td>
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<tr>
<td></td>
<td><strong>REFERRAL</strong></td>
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<tr>
<td>MAJOR</td>
<td>Head of Department in consultation with the teacher/YLC will initiate actions which could include:</td>
</tr>
<tr>
<td></td>
<td>• Monitoring program</td>
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<tr>
<td></td>
<td>• Resolution meeting as required between aggrieved parties</td>
</tr>
<tr>
<td></td>
<td>• Peer mediation or restorative conference</td>
</tr>
<tr>
<td></td>
<td>• Referral for assessment (LD, AVT, GO etc)</td>
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<tr>
<td></td>
<td>• Individual Behaviour Support Plan</td>
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<tr>
<td></td>
<td>• Detention or withdrawal during break times</td>
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<td></td>
<td>• Parent Contact/interview</td>
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<td></td>
<td>• Interagency referral</td>
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<tr>
<td></td>
<td>• Exclusion from school activities</td>
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<tr>
<td></td>
<td>• Behaviour Monitoring (Pink Slip)</td>
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<td></td>
<td>• Letters to parents</td>
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<tr>
<td></td>
<td>• Referral to principal</td>
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<td></td>
<td>• Police notification</td>
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<tr>
<td></td>
<td>• Internal suspension</td>
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<tr>
<td></td>
<td>• Suspension (up to 5 days)</td>
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<tr>
<td></td>
<td>• Alternative Education Program</td>
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<td></td>
<td>• Restorative conference on return from suspension</td>
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<tr>
<td></td>
<td>• Managed attendance</td>
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<td></td>
<td>• Aide support</td>
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<td></td>
<td>• Individual risk assessment</td>
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<tr>
<td></td>
<td><strong>ADMINISTRATION</strong></td>
</tr>
<tr>
<td></td>
<td>• Individual Behaviour Support Plan</td>
</tr>
<tr>
<td></td>
<td>• Parent/guardian interview</td>
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<tr>
<td></td>
<td>• Police notification</td>
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<tr>
<td></td>
<td>• Behaviour Improvement Condition</td>
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<tr>
<td></td>
<td>• Suspension (up to 20 days)</td>
</tr>
<tr>
<td></td>
<td>• Recommendation for Exclusion</td>
</tr>
</tbody>
</table>

- Ignoring instruction
- Lateness to class
- No equipment brought to class
- Littering
- Swearing (not in an abusive manner)
- Inappropriate use of mobile phone/technology
- Uniform/hair/makeup/jewellery transgressions
- Eating/drinking in classroom
- Homework incomplete
- Failure to complete work
- Distractive and disruptive behaviour
- Teasing/name calling
- Failure to attend detention (teacher follow up first instance)
- Failure to attend Buddy class
- Unsafe actions / behaviour
- Misuse of internet (minor)
- Loitering or out of bounds
- Unsafe behaviours (minor)

- Continued Initial Behaviours
- Continued Referrals from class
- Repeated defiance
- Obscene verbal abuse
- Inappropriate behaviour to/from school
- All forms of bullying (depends of severity)
- Throwing objects
- Absenteeism without permission
- Failure to attend 2nd detention
- Misuse of internet
- Continued failure to complete work & assessment
- Continued failure to complete homework
- Stealing
- Truancy
- Continued Unexplained absence
- Physical aggression / assault / violence
- Smoking or possession of tobacco, cigarettes, lighters
- Pornography/internet abuse
- Vandalism
- Sexual harassment/misconduct
- Inappropriate swearing at teacher or staff
- Misuse of internet
- Demonstrated will not change behaviour
- Use of objects in a dangerous manner
- Indecent Behaviour
- Intimidatory Behaviour or threats towards a teacher

- Extreme or repeated incidence Middle/Final Behaviours
- Possession of drugs or instruments
- Possession of alcohol
- Possession of a weapon
- Supply of drugs
- Use of weapon
- Violent assault
- Arriving/attending school function under the influence of drugs or alcohol
- Arson
- Gross misuse of mobile, cameras, computer, internet, emailing

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- Possession of alcohol
- Possession of a weapon
- Supply of drugs
- Use of weapon
- Violent assault
- Arriving/attending school function under the influence of drugs or alcohol
- Arson
- Gross misuse of mobile, cameras, computer, internet, emailing
Appendix 4

Debriefing Report

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
- Address organisational problems and make appropriate changes

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

Debriefing should provide information on:

- Who was involved
- What happened
- Where it happened
- Why it happened
- 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 you 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?
- Is there anything that you would do differently?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

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

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)
- Bullying. No Way! (www.bullyingnoway.com.au)
- MindMatters (www.curriculum.edu.au/mindmatters)
Appendix 5
Teacher Behaviour Flow Chart

**Definition-Redirect/reteach**
- Work expectation matches student ability
- Appropriate scaffolding
- Clear directions

Student refuses to complete work
Student refuses to follow direction

Redirect/reteach

Student starts work

Redirect/reteach

Refuses to start work/follow direction

Not disruptive/refused to complete work

Disruptive/refuses to complete work

Disruptive/refuses to complete work *(Oneschool entry)* *(cc. to YLC)*

Office referral with school work

Refuses to start work/follow direction

Redirect/reteach

Redirect/reteach

Student referred back to teacher to manage support

Year level co-ordinator (YLC) and teacher discuss/negotiate YLC’s involvement at this point

First opportunity
Teacher directed support – eg.
Detention to complete work – Teacher phones parent to advise of behaviour *(Oneschool entry)*

Refuses to attend detention/complete work

Second opportunity
Parents contacted by teacher – advised did not attend detention – Student directed by teacher to attend detention to complete work

Student attends detention/completes work

Student follows direction – attends detention/completes work

Continues to refuse to follow direction of teacher

Consequences could include
- Detention
- Pink slip
- Behaviour contract
- Suspension *(Oneschool entry)*

Referral to Administration for follow-up/management
Appendix 6

BEHAVIOUR REFLECTION
Mt Morgan State High School

STUDENT: ____________________________ DATE: / /

WHAT WAS I DOING?
________________________________________________________________________
________________________________________________________________________

WHAT DID THE TEACHER ASK ME TO DO?
________________________________________________________________________
________________________________________________________________________

HOW WAS MY BEHAVIOUR AFFECTING OTHERS LEARNING?
________________________________________________________________________
________________________________________________________________________

WHAT WILL I DO NEXT TIME?
________________________________________________________________________
________________________________________________________________________

Comments:
________________________________________________________________________
________________________________________________________________________

HOD Behaviour Referral

________________________ has referred __________________ to you due to his/her
(Teacher’s name) (Student’s name)
behaviour in class on ________________. The incidents have been entered on OneSchool on ___________
(Date of incident/s) (Date entered)
I contacted home on ________________. I used the following teacher strategies - ________________
(Date attempted contact)

Please check your OneSchool referrals for more information. Thank you

PARTNER REFERRAL SLIP
Mt Morgan State High School

STUDENT: ____________________________ DATE: / /
TIME LEFT: ____________________________
CLASS TEACHER: ______________________

PARTNER TEACHER: ___________________

PARTNER CLASSROOM: _________________
ARRIVAL TIME: _______________________
Comments: ____________________________
________________________________________________________________________

PARTNER TEACHER SIGNATURE: ____________________________

STUDENT SENT TO ADMIN: YES ☐
TIME SENT: ____________