Responsible Behaviour Plan for Students

Macleay Island State School

A community of Learners

Updated June 2013
Responsible Behaviour Plan for Students

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

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

2. Consultation and data review
Macleay Island State School developed this plan in collaboration with our school community. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2011-2012 also informed the development process.

Data collected on One School is another key data set utilised when developing this school plan.

The plan was endorsed by the Principal, the President of the school P&C Association and the Assistant Regional Director.

3. Learning and behaviour statement
Staff and students at Macleay Island State School have the right to work and learn to their potential, free from disruptions, abuse or threat in a safe and supportive environment.

To enable this to occur, we believe that:

- different learning styles and abilities must be catered for through quality curriculum planning, delivery and adjustment;
- the expected fair and non-violent behaviours that build positive relationships need to be taught, modelled and encouraged;
- positive, proactive encouragement of the expected fair and non-violent behaviours is the foundation;
- acknowledging and rewarding positive behaviour is deliberate and regular.

We also believe in fair and non-violent behaviours which encompass such qualities as respect, tolerance, self-discipline and co-operation as outlined in The National Framework for Values Education.

We respect and value the importance of the individual's intellectual, social, emotional and physical growth whilst maintaining that in exercising one's rights and responsibilities, one must actively contribute to a positive community spirit.

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.

Updated June 2013
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

- Universal behaviour support
  The Whole School Behaviour Support system at Macleay Island was designed to achieve the following:
  - Set high expectations for the behaviour of all students.
  - To establish a positive behaviour culture valued across the school and the community.
  - To provide all students with a system that demonstrates consistency, equity, and transparency for all classes and year levels.
  - Encourage and motivate students to strive for excellence with their behaviour.
  - Acknowledge, reward and celebrate students who consistently following the school rules.
  - Set consistent and logical consequences for students who do not follow the school rules.
  - Improve the communication between school and home so that parents and carers are informed regularly about both positive and negative behaviour.

Students at Macleay Island State School are expected to model these rules daily:
  - Be Safe
  - Be Respectful
  - Be a Learner

To achieve this we have a number of systems in place that work together to respond and provide positive behaviour choices at school
  1. Gotchas for out of classroom positive behaviour
  2. Reward stickers for in class positive behaviour
  3. Rewards Card
  4. Weekly certificates and awards
  5. End of Term Principal’s Morning Tea
  6. Annual Big Day Out

Re-directing low-level and infrequent problem behaviour
When a student exhibits low-level and infrequent problem behaviour, the first response from staff is to:
  - Warn the student the behaviour choices they are making are not appropriate
  - Remind the student of expected school behaviour
  - Ask the student to acknowledge and state the school rule they are breaking
  - Prompt student to articulate alternative appropriate behaviour / choice.
Highlight to the student if they continue with the behaviour, what the consequence will be.

- **Targeted behaviour support**

A whole school approach shapes, supports and recognises appropriate behaviours in all students. Most students will have little or no difficulties. However, each year a small number of students at Macleay Island State School are identified through our data as needing additional 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.

The following outlines the processes all staff follow when dealing with minor negative behaviour choices:

<table>
<thead>
<tr>
<th>Pre to Year 7</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>Warning/Rule reminder</td>
</tr>
<tr>
<td>2nd</td>
<td>Redirection to appropriate behaviour</td>
</tr>
<tr>
<td>3rd</td>
<td>5-10 minutes in Time-out</td>
</tr>
<tr>
<td>4th</td>
<td>Buddy Class</td>
</tr>
<tr>
<td>5th</td>
<td>Class Detention – Letter home</td>
</tr>
<tr>
<td>Severe Clause</td>
<td>Refer to administration &amp; Contact Home</td>
</tr>
</tbody>
</table>

If necessary, a Supported Play Program is developed by a school-based team with active administrator support and staff involvement. All staff members are provided with continuous professional development through the SWPBS team consisting of an overview of the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported.

Students whose behaviour does not improve after working through the above process or whose previous behaviour indicates a need for specialised intervention, are provided with an individual behaviour plan.

- **Intensive behaviour support**

Macleay Island 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. Strategies may include:

- A team-based approach to providing intensive individualised support that includes a high level of adjustments.
• Research validated procedures for the assessment and support of students requiring intensive, individualised support (Functional Behaviour Assessment)
• Individual Plans involving specific strategies such as identification of triggers, safe zones, time out.
• Alternative programming including adapted timetables and modified education opportunities, and alternate education settings
• Specific Classes that focus on identified behaviours and learning
• District, regional and state behaviour support options.

Students can be identified as needing intense behaviour support using the referral system in place. Following referral, the Special Needs Committee nominates either the behaviour specialist or Guidance Officer to contact parents and any relevant staff members to form a support team and begin the assessment and support process. The support team may also include individuals from other agencies already working with the student and their family, a representative from the school’s administration and district-based behavioural support staff if deemed appropriate.

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.

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 Macleay Island’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
- Health and Safety incident record (located on One Portal)

6. Consequences for unacceptable behaviour

Macleay Island 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. Any unacceptable major behaviour is also recorded on OneSchool.
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 breaches 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, individual meeting with the student,
  apology, restitution or detention for work completion.
- Follow Classroom behaviour management process.

Major behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration

Major behaviours result in a referral to Administration because of their
seriousness.

Major problem behaviours may result in the following consequences:

- Time in office, time in red room, alternate lunchtime activities, loss of
  privilege, restitution, loss of break times, warning regarding future
  consequence for repeated offence, referral to School based Uniting
  Care Counsellor

AND/OR

- Parent contact, referral to Guidance Officer, referral to Special Needs
  Support Team, 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 proposal for exclusion from school.

Exclusion from Selected School Events - Macleay Island State School reserves
the right to exclude students with ongoing or severe behaviour issues and/or
Students who are considered a safety risk (to themselves, other students or
staff) from school events such as camps, sporting events, excursions and
incursions. Students will be given notification, and parents contacted prior to
exclusion from any event. This decision will be made as early as possible, but may be made at any time before excursion/incursion commences.

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

**Exclusion** – a principal may recommend exclusion of a student from the school under the following circumstances:
- disobedience by the student
- misconduct by the student
- repeat offenders of non-compliant or dangerous behaviour
- other conduct that is prejudicial to the good order and management of the school;
- if the student’s disobedience, misconduct or other conduct is so serious that suspension of the student is inadequate to deal with the behaviour.

A full breakdown of all major and minor behaviour incidents can be found in **Appendix E**

7. **Network of student support**

Students at Macleay Island State School are supported through positive reinforcement and whole school, targeted and intensive behaviour support, by the following personnel:
- Parents
- Teachers (including SEP teacher)
- Support Staff
- Head of Curriculum
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Special Needs committee
- Uniting Care Counsellor
- Senior Guidance Officer
- Principal
- External support agencies as required

The coordination of student support and intervention is managed by the Special Needs Committee, and comprises personnel from the above list. These teams oversee the case management of students in need of support.

8. **Consideration of individual circumstances**

Consequences for breaking the rules or breaching the school’s Responsible Behaviour Plan for Students may vary according to a number of factors which may include:
- Age of the child
• Previous behaviour record
• Severity of the incident
• Amount of reliable evidence
• Degree of provocation
• Intent of the action
• Honesty and perceived level of genuine remorse.
• Extenuating circumstances

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student as well as the needs and rights of school community members – students, teachers, support staff and parents will be considered at all times.

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 departmental procedures
• 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
• National Safe Schools Framework Resource Manual
• Working Together resources for schools

Updated June 2013
• Cybersafety and schools resources
• Bullying, No way!
• Take a Stand Together

Endorsement

Principal

P&C President or Chair, School Council

Principal’s Supervisor

Date effective:

from JUNE 2013 to JUNE 2016

Updated June 2013
Appendix A

The Use of Personal Technology Devices* at School

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

Certain Personal Technology Devices Banned From School

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

Confiscation

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

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

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

Personal Technology Device Etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

Recording voice and Images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Macleay Island State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) to disseminate to others (including distribution by phone or internet posting) build a culture of distrust and disharmony.

Updated June 2013
Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher.

A school student who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

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

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

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

Text communication

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

Assumption of cheating

Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating.

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1 Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

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

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

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

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

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

Updated June 2013
Appendix B

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

Purpose

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

2. There is no place for bullying in Macleay Island 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 Macleay Island 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 Macleay Island 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.

Updated June 2013
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 Macleay Island State School are an addition to our already research-validated schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

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

• Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour

• All students know the 5 school 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. Cyberbullying often does not occur at school. Students are explicitly taught Cybersafety for example how to safely conduct and internet search, what cyberbullying is and what they should do if they receive unwanted messages including for example:

- Not to respond to messages but keep them to report to parents and/or teachers immediately

- Report any instances they see as a bystander of cyberbullying to parents and/or teachers immediately.

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

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

11. An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

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

13. 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 Macleay Island 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’.

14. Macleay Island State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.
Appendix C

WORKING TOGETHER TO KEEP MACLEAY ISLAND STATE SCHOOL SAFE

We can work together to keep knives out of school. At Macleay Island State School:

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

If a student has a knife at school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

What kinds of knives are banned at school?

- 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 Leadership Team can take action against a student who brings a knife to school.

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

How can parents help to keep Macleay Island 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.

Updated June 2013
If you want to talk about students and knives at school, please contact Principal.
## Appendix E - Minor Definitions/Examples

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<thead>
<tr>
<th>Behaviour</th>
<th>Definition/Example</th>
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<tbody>
<tr>
<td>Bullying/harassment</td>
<td>One off incidents of teasing, taking personal items belonging to others, low level gestures or annoying behaviour</td>
</tr>
<tr>
<td>Defiant/threat/s to adults</td>
<td>(Defiance/disrespect ) Refusal to follow classroom or school rules, or staff directions, talking back and/or socially rude interactions</td>
</tr>
<tr>
<td>Disruptive</td>
<td>Intentional behaviour causing an interruption in class or activity. Disruption includes loud talk, noise with materials or body parts, or getting out of seat</td>
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<tr>
<td>Dress code</td>
<td>Not wearing the appropriate school uniform or part of school uniform</td>
</tr>
<tr>
<td>IT misconduct</td>
<td>Unauthorised and inappropriate use of school technology (e.g., downloading of software, sites, pictures, etc; changing computer settings; or providing personal information to web sites)</td>
</tr>
<tr>
<td>Late</td>
<td>Arriving at school after 9am</td>
</tr>
<tr>
<td>Lying/Cheating</td>
<td>Student delivers message that is untrue and or deliberately violates rules. Unfair play during sporting or academic activities. Forgery - Student modifies or reproduces a document or signature or claims another person made an object and this is found to be untrue.</td>
</tr>
<tr>
<td>Misconduct involving object</td>
<td>Using objects inappropriately</td>
</tr>
<tr>
<td>Non-compliant with routine</td>
<td>Failure to follow school routines such as walking in line, standing behind chairs etc.</td>
</tr>
<tr>
<td>Physical misconduct</td>
<td>Non-threatening physical interactions or rough play</td>
</tr>
<tr>
<td>Possess prohibited items</td>
<td>Skate boards, scooters, marbles, etc</td>
</tr>
<tr>
<td>Property misconduct</td>
<td>Stealing small objects from school or other student or teacher. Student participates in an activity that results in damage to property belonging to self, staff, school or other student</td>
</tr>
<tr>
<td>Refusal to participate in program of instruction</td>
<td>Refuses to participate in organised school activities during school hours.</td>
</tr>
<tr>
<td>Threat/s to others</td>
<td>Verbal, physical or gestural interactions indicating harm, but without intent to actually harm.</td>
</tr>
<tr>
<td>Truant/skip class</td>
<td>Failure to attend a lesson or lessons</td>
</tr>
<tr>
<td>Verbal misconduct</td>
<td>(Inappropriate Language) Non-threatening non directed verbal or gestural messages used within conversation that include swearing, name calling, or use of words in an inappropriate way</td>
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</tbody>
</table>
### Major Definitions/Examples

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Definition/Example</th>
</tr>
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<tbody>
<tr>
<td>Bullying/harassment</td>
<td>Persistent or continual teasing, taking of personal items belonging to others, or intimidation of any kind.</td>
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<tr>
<td>Defiant/threat/s to adults</td>
<td>Deliberate verbal or physical threatening towards any adult member of the school community.</td>
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<tr>
<td>Disruptive</td>
<td>Behaviour causing an interruption in a class activity where the student is not responsive to repeated directions and after behaviour process has been followed. Disruption includes sustained loud talk, yelling, or screaming; persistent noise with materials or body parts; roughhousing; and or sustained out of seat behaviour</td>
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<tr>
<td>Dress code</td>
<td>Wearing offensive or highly inappropriate items of clothing that cause severe offence to members of the school community.</td>
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<tr>
<td>IT misconduct</td>
<td>Unauthorised and inappropriate use of school technology targeting another student or staff member through social media; downloading pornography of any sort; causing damage to school network through hacking or deliberate vandalism</td>
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<tr>
<td>Misconduct involving object</td>
<td>Using object with the intent to cause harm to others or themselves or as a result an injury occurs.</td>
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<tr>
<td>Non-compliant with routine</td>
<td>Refusal to follow classroom behaviour process i.e. refusal to attend class detention.</td>
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<tr>
<td>Other conduct prejudicial to the good order and management of school</td>
<td>Any behaviour which is extreme by nature and significantly impacts on the management, running or function of the school, and is not covered by any of the categories above. It is preferred that this category not be used as it makes data tracking very difficult and renders our data collection less effective.</td>
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<tr>
<td>Physical misconduct</td>
<td>Fighting/Physical Aggression - Actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with objects, kicking, hair pulling, scratching, etc.)</td>
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<tr>
<td>Possess prohibited items</td>
<td>Student is in possession of look-alike knives/guns/other objects readily capable of creating an impression of causing bodily harm</td>
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<tr>
<td>Property misconduct</td>
<td>Student participates in an activity that results in substantial destruction or disfigurement of property belonging to the school, staff member or another student</td>
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<tr>
<td>Substance misconduct involving illicit substance</td>
<td>Student is in possession of, caught using, or under the influence of illegal drugs or alcohol. Student is in possession of knives or guns or other objects readily capable of causing bodily harm, or creating the impression (as in the case of a fake gun or grenade) of causing bodily harm</td>
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<tr>
<td>Substance misconduct involving tobacco and other legal substances</td>
<td>Student is in possession of or caught using tobacco products</td>
</tr>
<tr>
<td>Third minor referral</td>
<td>Three minor referrals from minor's matrix after behaviour process has been followed.</td>
</tr>
<tr>
<td>Threat/s to others</td>
<td>Ongoing threatening verbal, physical or gestural interactions with peers or staff that are directed toward someone indicating the intent to injure or harm physically, emotionally or socially.</td>
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<tr>
<td>Truant/skip class</td>
<td>Failure to attend school without parent knowledge or leaves school grounds instead of attending lessons</td>
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<tr>
<td>Verbal misconduct</td>
<td>Abusive/Inappropriate Interactions with Peers and Adults - Threatening verbal interactions with peers or staff that are directed toward someone including swearing, name calling, or use of words or gestures in an inappropriate way</td>
</tr>
<tr>
<td>Other</td>
<td>Any behaviour which is extreme by nature and significantly impacts on the safety or opportunity to learn of another member of the school community, and is not covered by any of the categories above. It is preferred that this category not be used as it makes data tracking very difficult and renders our data collection less effective.</td>
</tr>
</tbody>
</table>