Magnetic Island State School

Responsible Behaviour Plan for Students
Based on the Code of School Behaviour

1. Purpose

At Magnetic Island State School, all students should have access to the best educational opportunities and outcomes possible. We strive to create a culture of engaging learning that improves wellbeing and achievement, values diversity and responds to student needs and interests. We communicate high expectations and successes to the whole school community through parades, newsletters, school website and social media opportunities.

Magnetic 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 expectations and 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

Magnetic Island State School developed this plan in collaboration with our staff, students, parents and the wider school community. Focussed analysis of data relating to attendance, absenteeism, behaviour incidents, including positive data, and school disciplinary absences regularly occurs.

The Principal, the PCL Team Leader and the President of the P&C have endorsed this plan, it will be reviewed in November 2019, as required in legislation.

3. Learning and behaviour statement

All areas of Magnetic Island 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 Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviours, responding to unacceptable behaviours and promoting restorative practices including student and staff wellbeing, resilience and connectedness. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Magnetic Island State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.
Magnetic Island State School envisions all young people to be respectful, responsible and safe.

To support our students in living these values, our school community will:
- Value and celebrate individual achievements;
- Value and celebrate our differences; and
- Promote and encourage proactive, responsible citizens in behaviour, in learning and in life.

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

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in the Department of Education and Training’s Code of School Behaviour.

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

At Magnetic Island State School we believe:
- Learning is a life-long process;
- Learning occurs best within a supportive, stimulating and challenging environment which develops self-esteem, fosters a love of learning and recognises students' individual needs and abilities; and
- Quality learning outcomes are enhanced when there is a shared responsibility for behaviour across the school community, which is promoted through clear communication processes.

At Magnetic Island State School we use an evidence based, whole school framework to establish a positive culture for learning, using the Positive Behaviour for Learning framework. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students to encourage high expectations for positive behaviour and schooling success. Staff engage in active supervision at all times which requires focused attention and intentional observation. This constant vigilance helps children to learn safely. This is monitored through classroom observation and behaviour data collection. Further specialised strategies are implemented for students who may require further support and intervention to achieve school success.
Universal behaviour support

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Magnetic Island 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.

Magnetic Island State School implements the following proactive and preventative processes and strategies to support student behaviour:

- Implementation of PBL Classroom Systems;
- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations;
- Comprehensive induction programs in the Magnetic Island 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; and
- Development of school leadership and positive student relationships through the implementation of the Peer Support Program.
- Explicit teaching of restorative practices for students.

At Magnetic Island State School, we positively reinforce and acknowledge the use of appropriate behaviours by:

- Celebrating Positive Behaviours on parade and in the newsletter;
- Positive phone calls/notes home from the principal or classroom teacher;
- GOTCHA’s for individual students following school focus;
- GOTCHA class of the week;
- Personal praise;
- Newsletter items;
- Feedback to community through P&C;
- Recording positive behaviours on One School; and
- End of Term Celebrations.
A set of behavioural expectations in specific settings has been attached to each of our three school rules. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

### Magnetic Island State School

**"Achievement through Effort"**

**Responsible Behaviour Plan for Students**

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#### Matrix of Expected Behaviours

<table>
<thead>
<tr>
<th>To enhance our culture for learning, we:</th>
<th>Outside Play Areas</th>
<th>Stephanie Alexander Kitchen Garden</th>
<th>Travel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Everywhere</strong></td>
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<td>Sustainable Choices</td>
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<td>Classrooms</td>
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<tr>
<td>Library</td>
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<td>Computer Lab</td>
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<td>Chill Zone</td>
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<td>Toilets</td>
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<td>Eating Area</td>
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<td>Oval/Court/ Undercover area</td>
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<td>Pool</td>
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<td>Hangar</td>
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<td>Bandit</td>
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<td>Peer Support</td>
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<td>Garden</td>
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<td>Kitchen</td>
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<td>taxiPony</td>
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#### BE RESPECTFUL

- Use the right place and right time.
- Negotiate with other people.
- Respect people and property.
- Use the correct words and talk to each other.
- Be responsible.
- Be safe.
- Be kind.
- Be accountable.
- Be honest.
- Be fair.
- Be polite.
- Be sensitive and thoughtful.
- Wait in line.
- Be aware of others.
- Be safe.
- Be fair.

#### BE RESPONSIBLE

- Use the right place and right time.
- Negotiate with other people.
- Respect people and property.
- Use the correct words and talk to each other.
- Be responsible.
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- Be kind.
- Be accountable.
- Be honest.
- Be fair.
- Be polite.
- Be sensitive and thoughtful.
- Wait in line.
- Be aware of others.
- Be safe.
- Be fair.

#### BE SAFE

- Use the right place and right time.
- Negotiate with other people.
- Respect people and property.
- Use the correct words and talk to each other.
- Be responsible.
- Be safe.
- Be kind.
- Be accountable.
- Be honest.
- Be fair.
- Be polite.
- Be sensitive and thoughtful.
- Wait in line.
- Be aware of others.
- Be safe.
- Be fair.

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**School Vision:** All students can succeed.

**Mission:** Magnetic Island State School will be a positive and supportive school empowering students to be the best that they can be. Students, staff, parents, carers and community members will work together to foster an outstanding academic, creative and environmentally sustainable learning environment.
These expectations are communicated to students via a number of strategies, including:

- Visual representations present in each learning area;
- Explicit teaching of expected behaviours conducted by staff;
- Emersion through the Peer Support Program;
- Reinforcement on parade and during active supervision by staff; and
- Inclusion in the enrolment package.

At Magnetic Island State School we explicitly teach, model and practice behavioural expectations. Our school rules are visible around the school. Our rules and expectations have been developed collaboratively, are fair, applied consistently, and modelled by all.

**Magnetic Island State School Peer Support Program**

The Peer Support Program is a values-laden approach to building positive students relationships across the school. It develops leadership capabilities in students and proactively supports the wellbeing of students of Magnetic Island State School. The Peer Support program involves training staff and school leaders in Peer Support, matching school leaders to other students across the school, and meeting weekly.

**Personal Technology Devices**

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft, damage and/or general distraction. If they are brought to school, they must be switched off and handed in to the office or classroom teacher on entering the school. Devices can be picked up at the end of the school day. See appendix 1 ‘Use of Technological Devices at School’.

**Bullying (including Cyberbullying)**

There is no place for bullying at Magnetic Island State School. The school strives to create a positive, predictable environment for all students at all times of the day. Through the implementation of Peer Support, Restorative Practices and the whole school universal behaviour support strategies, Magnetic Island State School has clear guidelines to proactively reduce incidents of bullying. See appendix 2 ‘Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)’ and appendix 3 ‘Appropriate Use of Social Media’.

- **Targeted behaviour support**

**Re-directing low-level and infrequent problem behaviour**

If 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. This is the least intrusive strategy.

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.

A small number of students might require extra support. Students that require behavioural support are referred to the principal and a team approach is applied. Students may get extra positive interactions with adults across the school,
teacher aides, volunteers, guidance officer, other teachers, or the principal. The underlying principle is that Magnetic Island State School works together as a team to develop positive relationships across the school and that together we all own the behaviour of each of our students. Parents are kept informed and are encouraged to work together with staff to improve student behaviour.

Behaviour incidents are recorded on OneSchool. All staff are provided with development and assistance in recording using OneSchool.

- **Intensive behaviour support**

Magnetic 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. Intensive behaviour support is case managed by the classroom teacher, principal and the PCL team. The team:

- 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 parents and staff to achieve continuity and consistency.

Following referral, a team member contacts parents and staff members, including the school Guidance Officer, to form a support team and begins 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 and support staff and may include:

- more regular and intensive counselling with the school Guidance Officer;
- continued support by the principal and student wellbeing teacher;
- modified timetable or alternate education program;
- additional Teacher Aide support; and
- recommendations to parents/caregivers to access outside agencies for support.

**Case Management of ‘At Risk’ students**

The case manager for each student who is identified as “seriously at risk” should be the class teacher. Next, a support team approach is adopted with staff working collaboratively. Students who are considered to be at risk and have experienced an array of higher-level management strategies, such as suspension or exclusion, should proceed through a systematic assessment procedure. This may include:

- Collation of data which gives an overview of (a) problematic behaviours and (b) consequences implemented i.e. detentions, suspensions.
- Referral for discussion at the school Student Services Meeting.
- Referral to Guidance Officer for assessment and preliminary behavioural support.
- In partnership with the wider community and Regional Office Support Staff, undertake a Functional Behavioural Assessment (FBA and develop an Individual Behaviour Support Plan).
- Administration follow up and case management of the ‘student at risk’ involving the student, parents and staff.
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.

These behaviours may result in Suspension or Exclusion from Magnetic Island State School.

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). See appendix 3 Debriefing Report.

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 Magnetic Island 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. Training in positive handling for staff occurs regularly.

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 purpose 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 on OneSchool;
- [Health and Safety incident record](link); and
- debriefing report (for student and staff) see appendix 3.

6. Consequences for unacceptable behaviour

Magnetic Island State School makes systematic efforts to prevent problem student behaviour by explicitly teaching and reinforcing expected behaviours on an ongoing basis.

As part of our approach, Magnetic Island State School strives to teach students that they are responsible for how they behave at all times. Students learn that consequences are a direct result of their actions. Teachers encourage students to make appropriate behaviour choices and help them accept that consequences are a certainty for their actions. Consequences are a disciplinary measure used to educate the student that his/her choice of behaviour is inappropriate. In applying consequences, the key action for the teacher is to reflect with the student by discussing the right choices and the appropriate action for the time.
Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. One School is 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 principal

**Minor** behaviours are those that:

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

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, confiscation of property, partial removal, individual meeting with the student, apology, restitution or detention for work completion.
- reflection time in another class.
- restorative conversation.
- a re-direction procedure. The staff member takes the student aside and:
  1. names the behaviour that 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.
- Yellow (playground) or Blue (classroom) slips (appendix 9)
- recorded as a OneSchool incident report.

**Major** behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration
- are a result of repeated minor behaviours (3 minors = major)
- require restorative conversations

Major behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then fills out the office referral form and escorts the student to Administration. Major problem behaviours may result in the following consequences considering all factors. If a child has been recommended for suspension, after considering the welfare and safety of staff and students from school, we ensure that a number of conditions are met as per Departmental Policy:

- Early warning of possible suspension should have been made to the student and his/her parents/guardians. In some instances the intensity of the behaviour may lead directly to suspension;
- In the event of suspension, a Case Manager will be appointed; and
- A Behaviour Plan should have been negotiated at the meeting involving the
parents / guardians and the student.

- **Level One:** Parent contact, time in office, detention, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence. AND/OR

- **Level Two:** Parent contact, referral to Guidance Officer, suspension from school.

- **Level Three:** 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.

Suspensions may be short or long term. Short term suspensions can be from one to ten school days, long term suspensions are from eleven to twenty school days. Suspension may occur to respond to conduct occurring outside of the school grounds, for example criminal behaviour or cyber bullying.
<table>
<thead>
<tr>
<th>Category</th>
<th>Definition</th>
<th>Major/ Minor</th>
<th>Examples (not exhaustive)</th>
<th>Non-Examples (not exhaustive)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bullying/harassment</td>
<td>The <em>repeated</em> oppression, psychological or physical, of a less powerful person by a more powerful person or group of persons</td>
<td>Major</td>
<td>Repeated physical behaviours such as hitting and kicking, <em>repeated</em> verbal and physical threats/ intimidation, <em>repeated</em> teasing / name-calling, <em>repeated</em> social exclusion</td>
<td>'One-off' altercation, physical misconduct that is not repeated, not talking to someone due to conflict, one-off 'name-calling'</td>
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<tr>
<td>Defiant/threat to adults</td>
<td>Defiant – persistent refusal to follow directions, physically or verbally threatening staff</td>
<td>Major</td>
<td>Yelling at an adult, making threats to the safety of staff, refusal to respond to re-directions</td>
<td>'One-off' refusal to follow direction, raising voice, challenging direction</td>
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<td></td>
<td></td>
<td>Minor</td>
<td>Leaving class without permission, back-chatting, walking away when an adult addresses you</td>
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<tr>
<td>Disruptive</td>
<td>Persistent interruption to the learning, causing a teacher to stop teaching for a prolonged period of time</td>
<td>Major</td>
<td>Persistent calling out, persistent interruption of teacher, persistently getting out of seat</td>
<td>Making noises that are related to a disability, calling out answers to questions out of enthusiasm</td>
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<td>Minor</td>
<td>Calling out, talking to other student, general off-task behaviour, tapping pencil</td>
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<tr>
<td>Dress code</td>
<td>Not wearing the correct uniform</td>
<td>Major</td>
<td>Continuing pattern of not wearing the correct uniform despite persistent direction to do so, refusing to change into school-provided uniform</td>
<td>Not wearing an item of clothing due to wet weather if accompanied by a parental note</td>
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<td>Minor</td>
<td>Not wearing the correct uniform where there are genuine mitigating circumstances, willingness to follow uniform change process</td>
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<tr>
<td>IT misconduct</td>
<td>Using computers/devices school used not solely for teaching and learning purposes</td>
<td>Major</td>
<td>Accessing/distributing pornographic materials via email, persistent misuse of computer for off-task purposes, tampering with hardware, change computer settings</td>
<td>Forgetting student log-on, not saving work so as to make it retrievable (unless deliberate)</td>
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<td></td>
<td></td>
<td>Minor</td>
<td>Use of computer for off-task purpose</td>
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<tr>
<td>Late</td>
<td>Not arriving to school/class on time</td>
<td>Major</td>
<td>Continuing not to arrive at school/class on time despite discussing issues particularly without a valid excuse or after parental contact, refusal to make up time</td>
<td>Lateness due to unforeseen circumstances (car troubles, bus breaks down). Requirement to have parental note/contact where applicable</td>
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<td></td>
<td></td>
<td>Minor</td>
<td>'One-off' lateness</td>
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<tr>
<td>Lying/Cheating</td>
<td>Behaving in a manner that is untruthful or deliberately misleading</td>
<td>Major</td>
<td>Refusal to give name when instructed by teacher, not disclosing sourced information in assignment, cheating on a test, providing information that is untrue or deliberately misleading/ incomplete with the intent to harm others or protect one’s self from recrimination</td>
<td>Exaggeration, 'tall tales', embellishing the truth, asking for an eraser during a test</td>
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<td>Minor</td>
<td>Talking during a test, being defensive when confronted</td>
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<tr>
<td>Misconduct involving object</td>
<td>Using objects for purposes other than those for which they have been designed</td>
<td>Major</td>
<td>Smashing bottles, using materials to break or damage items, throwing objects into the fan or at others</td>
<td>Doodling on books, use of weapons (see physical misconduct)</td>
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<td></td>
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<td>Minor</td>
<td>Paper planes, using a plastic bottle as a football</td>
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<tr>
<td>Non-compliant with routine</td>
<td></td>
<td>Major</td>
<td>Persistently doing those behaviours listed below</td>
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<tr>
<td></td>
<td></td>
<td>Minor</td>
<td>Not lining up before entering class, refusal to answer name during roll call, refusing to work with certain other students when directed, eating during class</td>
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<tr>
<td>Misconduct Type</td>
<td>Description</td>
<td>Major</td>
<td>Minor</td>
<td>Notes</td>
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<tr>
<td>Physical misconduct</td>
<td>Physical contact with intent or outcome of causing injury or harm to others</td>
<td>Major: Hitting (including with an object), kicking, spitting at, headlocks, hair-pulls, wrestling</td>
<td>Minor: Horseplay that has become dangerous, incidental pushing, grabbing as part of play</td>
<td>Horseplay, scragging, verbal threats, friendly punch in the arm, accidental contact during activity</td>
</tr>
<tr>
<td>Possess prohibited items</td>
<td>Student is in possession of substances/objects that are capable of causing bodily harm or property damage.</td>
<td>Major: Possession of spray paint, lighters/matches, fuels, propellants, knives</td>
<td>Minor: Talking about graffiti, using paints during Art</td>
<td>Physical misconduct</td>
</tr>
<tr>
<td>Property misconduct</td>
<td>Damaging equipment or other property through deliberate misuse.</td>
<td>Major: Vandalism, graffiti, deliberate misuse of equipment in an unsafe manner</td>
<td>Minor: Accidentally breaking a pencil or dropping equipment</td>
<td>Physical misconduct</td>
</tr>
<tr>
<td>Refusal to participate in program of instruction</td>
<td>Active refusal to engage with learning, persistent refusal to be redirected</td>
<td>Major: Persistently not attempting or completing a set task</td>
<td>Minor: Delayed compliance, reluctance to begin work as directed</td>
<td>Not having requisite literacy/numeracy or other skills to attempt or complete a task, complaining about work being boring or stupid</td>
</tr>
<tr>
<td>Substance misconduct involving illicit substances</td>
<td>The possession, distribution and/or use of illegal substances</td>
<td>Major: Drug use, selling drugs, holding/storing drugs for others, buying drugs, drinking alcohol at school, arriving to school under the influence of alcohol</td>
<td>Talking about drinking at the weekend, possessing materials advertising alcohol, drawing pictures of marijuana plants</td>
<td>Talking about cigarettes, asking a teacher if they smoke</td>
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<tr>
<td>Substance misconduct involving tobacco and other legal substances</td>
<td>The possession, distribution and/or use of cigarettes, tobacco or other legally-obtained but dangerous products</td>
<td>Minor: Smoking, distributing or selling cigarettes/Panadol, being in the possession of cigarettes</td>
<td>Major: Repeated name-calling, abusive personal attacks, racial slurs, aggressive comments of a threatening nature</td>
<td>Verbal misconduct</td>
</tr>
<tr>
<td>Third minor referral</td>
<td>Three referrals for same minor category behaviour</td>
<td>Major: Comments accompanying a potentially physical conflict, Comments signalling a genuine desire to cause harm, making a throat-silting gesture, threatening harm to people others</td>
<td>Saying ‘shut up’, comments made in jest as part of play</td>
<td>Verbal misconduct</td>
</tr>
<tr>
<td>Threats to others</td>
<td>Verbal, physical or gestural behaviour that signals a desire to cause physical harm or intimidate</td>
<td>Major: Comments accompanying a potentially physical conflict, Comments signalling a genuine desire to cause harm, making a throat-silting gesture, threatening harm to people others</td>
<td>Saying ‘shut up’, comments made in jest as part of play</td>
<td>Verbal misconduct</td>
</tr>
<tr>
<td>Truant/skip class</td>
<td>Not being in time-tabled class and/or not under the direct supervision of an attending adult</td>
<td>Major: Skipping classes, being in out-of-bounds areas, leaving the campus or class without permission</td>
<td>Lateness to class</td>
<td>Physical misconduct</td>
</tr>
<tr>
<td>Verbal misconduct</td>
<td>Using words/comments that are abusive, profane or inappropriate due to being of a racial, religious, sexual, homophobic, personal, etc., nature</td>
<td>Major: Repeated name-calling, abusive personal attacks, racial slurs, aggressive comments of a threatening nature</td>
<td>Minor: Swearing or saying ‘stupid’ in general speech, muttering under breath</td>
<td>Loud voices, shouting, unkind comments about another</td>
</tr>
</tbody>
</table>
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 changes need to occur to their behaviour in order to meet expected school behaviour.

Should 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.

Ensuring consistent responses to problem behaviour
At Magnetic Island State School, staff members issue consequences for problem behaviour and are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Consequences could include the confiscation of student property. Property that has been confiscated 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 property confiscated more than once will not be permitted to bring it to school for at least one month, or longer if deemed necessary by the Principal.

Students also 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.

<table>
<thead>
<tr>
<th>Definition of Consequences</th>
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<tbody>
<tr>
<td><strong>Buddy Class</strong></td>
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<tr>
<td><strong>Reflection and Restoration</strong></td>
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<tr>
<td><strong>Temporary Removal of Property</strong></td>
</tr>
<tr>
<td><strong>Discipline Improvement Plan</strong></td>
</tr>
<tr>
<td><strong>Community Service Intervention</strong></td>
</tr>
</tbody>
</table>
| **Suspension** | The principal may suspend a student from school under the following grounds:

  - disobedience;
  - misbehaviour;
  - conduct that adversely affects, or is likely to adversely affect, other students enrolled at school;
  - conduct that adversely affects, or is likely to adversely affect, the good order and management of the school;
  - the student’s attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff at the school. |
A student may be suspended pending a decision to exclude when the student’s behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:

- persistent disobedience;
- misbehaviour;
- conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school;
- conduct that adversely affects, or is likely to adversely affect, the good order and management of the school;
- the student’s attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school;
- the student has been convicted of an offence and the Principal is reasonably satisfied it would not be in the best interests of other students or of staff for the student to be enrolled at the school.

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

**7. Network of student support**

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

- Parents;
- Peer Support Leaders;
- Teachers;
- Support Staff, including Student Wellbeing Teacher and principal;
- Administration Staff; and
- Guidance Officer.

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

- Disability Services Queensland;
- Child and Youth Mental Health;
- Queensland Health;
- Department of Communities, Child Safety and Disability Services;
- Police; and
- 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.

Magnetic Island 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; and
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time;
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation; and
  - receive adjustments appropriate to their learning and/or impairment needs.
Consequences for breaking the rules or breaching the code of conduct may vary according to a number of factors. These may include:

- Age and gender of the student;
- Disability;
- Cultural background;
- Socioeconomic situation;
- Emotional state;
- Previous behaviour record;
- Severity of the incident;
- Amount of reliable evidence;
- Degree of provocation;
- Intent of the action;
- Honesty and perceived level of remorse.

At Magnetic Island State School it is also acknowledged that parents and/or caregivers are provided the same considerations in regards to recognising and taking into account age, gender, disability, cultural background, socioeconomic situation and emotional state and receiving adjustments appropriate to learning and/or impairment needs as required.

Equity in Negotiating Student Behaviours

Furthermore, when an incident occurs between students, it is important that it is understood that staff will endeavour to find out the most likely event. To ensure consistency and equity in the decision making process, the student/s are debriefed.

The following questions are considered:

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you did?
- In what way?
- What do you think you need to do to make things right?

Questions for those harmed:

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

9. Repair and Rebuild- Restorative Practices

Following-up with the Students Beyond the Classroom Setting.

Restorative practices work to address the needs of those harmed (e.g., other students, teachers, community members), and they work to heal the harm through a balance of appropriate accountability, restitution, and restorative processes, such as peacemaking circles, conferences and mediation. The person who caused the harm is held accountable, and the practices allow her or him to be “restored” to the school community. Restorative practices:

- focus on repairing the harm done rather than only on who’s at fault for breaking rules;
- give voice to the person(s) harmed;
- use collaborative problem-solving methods;
- enhance responsibility; and
- reintegrate the offending student into the school community.
A Community Conference may be required to formalise accountability after an incident. The fundamental principles of the conference are:

- Misconduct is a violation of people and relationships— injury rather than infraction.
- Violations create obligations and liabilities
- Restorative practice seeks to heal and put things right—punishment is not empowered to heal.

Genuine accountability includes:

- Understanding the human consequences of one’s actions
- Facing up to what one has done and to whom
- Taking responsibility for the results of one’s behaviour
- Helping decide what will happen to make things right
- Taking steps to repair damage.

The Restorative “Chat” (informal conference).

<table>
<thead>
<tr>
<th>To the person responsible…</th>
<th>To the person harmed…</th>
</tr>
</thead>
<tbody>
<tr>
<td>We’re here to talk about…</td>
<td>What did you think when it happened?</td>
</tr>
<tr>
<td>What happened?</td>
<td>What have you thought about since?</td>
</tr>
<tr>
<td>What were you thinking at the time?</td>
<td>How has it affected you?</td>
</tr>
<tr>
<td>What have you thought about since?</td>
<td>What’s the worst of it?</td>
</tr>
<tr>
<td>Who do you think has been affected by what you did?</td>
<td>What’s needed to make things right?</td>
</tr>
<tr>
<td>In what way?</td>
<td>How would you like me to follow up with you?</td>
</tr>
</tbody>
</table>

| What do you need to do to make things right? |
| What can I do to help you? |

What did you think when it happened?
What have you thought about since?
How has it affected you?
What’s the worst of it?
What’s needed to make things right?
How would you like me to follow up with you?

10. 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
11. Related policies

- Safe Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student dress Code
- Student Protection
  http://ppr.det.qld.gov.au/education/community/Pages/Student-Protection.aspx
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students and Police Searches at State Education Institutions
- Acceptable Use of 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

12. Some related resources

- Bullying. No Way!
- Code of Conduct for School Students Travelling on Buses
- Peer Support Australia
- National Safe Schools Framework
- National Framework for Values Education in Australian Schools
  www.valueseducation.edu.au
- National Framework for Values Education in Australian Schools – Queensland
  www.education.qld.gov.au/curriculum/values/
- Positive Behaviour for Learning

Endorsement

Principal    P&C President    PBL Coach/Team Leader

Date effective: from November 2018 to November 2019
The Use of Personal Technology Devices* at Magnetic Island State School
This policy reflects the importance the school places on students displaying respect for self, respect for others and being responsible whenever they are using personal technology devices.

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 handed in to the office. Such devices will be confiscated by school staff if they have not been placed in the office, or seen to be used inappropriately, and may be collected at the end of the day. Breaches may result in discipline.

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.

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 Magnetic Island 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 toilets or any other place where a reasonable person would expect to be afforded privacy).

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

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 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 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 Queensland Police Service.

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

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

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

* Personal Technology Devices includes, but is 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.

1 The Department of Education and Training does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Appendix 2

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

Purpose
Magnetic Island 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.

There is no place for bullying in Magnetic 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.

Bullying behaviours are about an imbalance of power where there is deliberate intent to cause harm or distress. It is not considered to be bullying if people of equal power have a difference of opinion. Bullying behaviours impact on the person being bullied, those doing the bullying and those looking on. Bullying incidents can be isolated or repeated. (Peer Support Foundation, 2006)

The serious long term effects of bullying behaviours, such as the higher incidence of youth depression, anxiety and lower self-esteem reinforce the need to address the issue effectively within a broad school context.

Research suggests that students who experience bullying behaviours are more likely to speak to their friends about it, making a peer led approach important to aid in addressing the issues. Magnetic Island State School implements Peer Support Australia’s anti-bullying program which focuses on a whole school approach, inclusive of school staff, students and parents. The program includes a range of strategies for all members of the school community to make a positive contribution to reducing the incidence of bullying behaviours.

Bullying behaviours are those behaviours which have repeated, deliberate intent to cause harm or distress and will not be tolerated at Magnetic Island State School. These behaviours include physical, verbal, social and psychological bullying, and may 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.

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.

Rationale
1. 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. The Peer Support Program teaches students about the bullying triangle which includes: the person doing the bullying; the person being bullied; and the person looking on. It provides the strategy of 'turn, talk and tell' to empowers all students to stand up against bullying behaviours.

2. The anti-bullying procedures at Magnetic Island State School are an addition to our already research-validated school-wide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. In addition to the whole school Peer Support Program, classroom teachers provide direct teaching about bullying and how to prevent and respond to it.

Prevention

1. “Schools with a supportive and inclusive school community, where students feel they belong and are appreciated, are less likely to have high levels of bullying behaviour. Having a positive school environment that the entire school community has helped build, will prevent bullying happening in the first place”, Dr Rob Moodie, Vic Health, 2002. Therefore, our school wide universal behaviour support practices will be maintained at all times. This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour;
- All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school;
- All students have been, or are being, taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms;
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school;
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

2. Magnetic Island State School uses behavioural data for decision-making. This data is entered into OneSchool 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.

Consequences

In accordance with Magnetic Island State School's Responsible Behaviour Plan, the consequences for bullying are determined by the nature of the incident. In applying consequences, the key action for the teacher is to reflect with the student by discussing the right choices and the appropriate action for the time.

For Major offenses that violate the rights of another person at the school, the consequences could include:
- **Level One:** Parent contact, time in office, detention, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence.

- **Level Two:** Parent contact, referral to Guidance Officer, suspension from school.

- **Level Three:** 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.

**Role of social media**

The majority of young people use social media sites and apps on a daily basis for schoolwork, 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. 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 Magnetic Island 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 Magnetic Island 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.

**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.

Magnetic Island 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, Magnetic Island State School expects its students to engage in positive online behaviours.
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; 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?
- 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 be modified to accommodate their specific receptive and expressive needs.
PBL (Magnetic Island State School- Creating a Positive Culture for Learning)

At Magnetic Island State School we use an evidence based, whole school framework to establish positive behaviours for learning.

PBL is not a program. It is an organisational framework for identifying, adopting and applying evidence-based practices for building and supporting academic and social success for all students. PBL ensures that all students have the social and emotional skills needed to succeed in school and beyond. PBL assists schools to teach students expected social behaviours and, when implemented with integrity, it is an effective strategy for preventing school-based behaviour problems including violence and bullying. Teaching and supporting social behavioural skills creates student behavioural health and contributes to improving the effectiveness of academic support systems.

PBL applies data-based decision making to improve student discipline, academic and social and emotional learning outcomes.

Not all students come to school with the necessary social and behavioural skills required for success in the school environment. If behavioural problems are conceptualised as behavioural errors, rather than signs of a psychopathological condition 'inside' the child, more opportunities exist for teachers to instil and support behaviours appropriate to the setting using standard instructional practices.

Just as for academic errors, social behavioural errors can rapidly become chronic and are typically more difficult to change if intervention is not timely. PBL was developed by teachers and is grounded in a research-validated, learning theory of behaviour. PBL empowers teachers to change student behaviour through explicitly teaching expected school behaviours.

Importantly, the PBL framework assists schools to identify, adopt and more effectively apply evidence-based practices which build and support positive environments for students' academic and social success.

Teachers at Magnetic Island State School explicitly teach all students expected school behaviours and acknowledge students for demonstrating them. It is a case of focusing on what we want to see rather than on what we do not want to see. This is a fundamental teaching principle. Reducing problem behaviour frees up more time for teacher instruction and student engagement in learning.

The goals of implementing PBL at Magnetic Island State School are: a decrease in reactive behaviour management; an increase in active prevention; an improved classroom and school climate for students, staff and visitors; maximum academic achievement and minimal disruption; and an improvement of support for students with complex emotional and behavioural difficulties.
Our school operates effective classroom and playground discipline policies which involve setting clearly explained rules with a list of positive and negative consequences. These are detailed in the school's Responsible Behaviour Plan for Students. We operate a “Reflection and Restoration” room (R&R) during lunchtimes where some children have to spend time if behaviour warrants. Children complete this sheet and other problem solving activities, reflecting on more appropriate strategies for the situation. Children are also required to complete restitution for their inappropriate behaviour, and to try to repair damaged relationships. We advise parents when and why their child has attended our Reflection and Restoration room and we seek parental support in reinforcing positive behaviour and discouraging negative behaviour.

Included below are details of your child’s reflection, as well as their responses to the problem solving questions. Please discuss these with your child, then sign and return this page to your child’s teacher by tomorrow. If this form is not returned your child will need to continue to reflect on behaviour to ensure that restorative discussions occur. If you have any queries or concerns in regard to this form, please contact the Principal, Wellbeing teacher or the classroom teacher.

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Time incident took place (tick)</th>
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<tbody>
<tr>
<td>Date:</td>
<td>Class:</td>
</tr>
<tr>
<td>Referring Staff Member:</td>
<td>Morning Tea Break</td>
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<tr>
<td>Referring Staff Member’s Signature</td>
<td>During Class Time</td>
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<tr>
<td>Class teacher’s Signature</td>
<td>Lunch Break</td>
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<tr>
<td>Child’s Signature</td>
<td>After School</td>
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</table>

**Location**

<table>
<thead>
<tr>
<th>Covered Play Area</th>
<th>Basketball Court</th>
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<tbody>
<tr>
<td>P-3 Adventure Playground</td>
<td>Classroom</td>
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<tr>
<td>Prep Centre</td>
<td>Library</td>
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<tr>
<td>Out of Bounds Area</td>
<td>Bus Travel</td>
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<tr>
<td>Oval</td>
<td>Other:</td>
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</tbody>
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**Reason/s for being in R&R room:**

<table>
<thead>
<tr>
<th><strong>School Expectations</strong></th>
<th>Be Respectful</th>
<th>Be Responsible</th>
<th>Be Safe</th>
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<td></td>
</tr>
</tbody>
</table>

Witness/es (Tick) □

Magnetic Island State School 18/19
### Behaviour Categories

<table>
<thead>
<tr>
<th>Category</th>
<th>Sub-Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bullying/Harassment</td>
<td>Non-compliant with Routine</td>
</tr>
<tr>
<td>Defiant/threat/s to Adults</td>
<td>Other conduct prejudicial to good order of school</td>
</tr>
<tr>
<td>Disruptive</td>
<td>Physical Misconduct</td>
</tr>
<tr>
<td>Dress Code</td>
<td>Possess prohibited items</td>
</tr>
<tr>
<td>IT Misconduct</td>
<td>Prohibited items</td>
</tr>
<tr>
<td>Late</td>
<td>Property Misconduct</td>
</tr>
<tr>
<td>Lying/Cheating</td>
<td>Refusal to participate in program of instruction</td>
</tr>
<tr>
<td>Substance Misconduct</td>
<td>Misconduct involving an object</td>
</tr>
<tr>
<td>Defiant/threat/s to Adults</td>
<td>Threat/s to others</td>
</tr>
<tr>
<td>Other conduct prejudicial to good order of school</td>
<td>Threat/s to others</td>
</tr>
<tr>
<td>Truant/skip class</td>
<td>Other:</td>
</tr>
<tr>
<td>Verbal Misconduct</td>
<td></td>
</tr>
<tr>
<td>Prohibited items</td>
<td></td>
</tr>
<tr>
<td>Misconduct involving an object</td>
<td></td>
</tr>
</tbody>
</table>

### REFLECTION ACTIVITIES

1. What did you do to warrant reflection time?

2. What School Rule have you not met?

3. What other choices of behaviour could you have made? (List things you could have done)

4. Restitution/restoration

5. Approved by ________________________________

6. Do you require help to do this? ________________________________

Child’s signature when restoration is completed ____________________

Date when restoration is completed ________________________________

R&R room supervisor ________________________________

Parent signature __________________________ Date _____________
Appendix 6

Investigation Process
The Investigation Process must be documented on One School
Investigation 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 investigation 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?

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 in the 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 age, language or communication difficulties the investigation process will need to be modified to accommodate their specific receptive and expressive needs.
Magnetic Island State School

Procedure for Minor Behaviours – Classroom

1. Prompt  (verbal, non-verbal)

2. Redirect  (question, rule reminder)

3. Top 5  (cueing, description of reality etc)

4. Choice/Warning

5. Consequence

6. Conference – Re-entry Questions
   (Re-teach/Remind – Learning)
Re-Entry Questions

1. What did you do?

2. Which rule/s did you break?

3. What can we do to fix it?

4. What do you think I should do, the next time this behaviour occurs again in the next # minutes?

5. What could you do next time instead?

Steven Sanderson 2014
### Blue Incident Slip – Minor (Classroom)

**Student Name:** __________  **Class :** ______  **Date:**__________  **Time:** _______

**Behaviour:**
- Bullying/Harassment
- Defiant/Threat to Adults
- Disruptive
- IT Misconduct
- Lying/Cheating
- Misconduct Involving Object
- Non-compliant with Routine
- Physical Misconduct
- Property Misconduct
- Refusal to Participate in Instruction
- Threat to Others
- Truant/Skip class
- Verbal Misconduct

**Motivation:**
- Obtain Adult Attention
- Obtain Peer Attention
- Obtain Object or Activity
- Obtain Sensory Stimulation
- Avoid Instructional Task
- Avoid Activity or Event
- Avoid Peer Attention
- Avoid Adult Attention
- Other:
- Don’t Know

**Consequence:**
- Lines in class
- Lines in break
- Complete work in break
- Sent to Buddy Class
- Desk Move
- Miss an activity or event
- Extra task to complete
- Other:
- ESCALATED TO MAJOR (Reflection Room)
- ESCALATED TO MAJOR (Admin)

**Other details:**
_____________________________________________________________________________
_____________________________________________________________________________

**Teacher signature:** _____________________  **Entered on OneSchool by ___________ on _________**

### Yellow Incident Slip – Minor (Playground)

**Student Name:** ____________  **Class: ______ Date: ______ Time: ___________**

**Behaviour:**
- Bullying/Harassment
- Defiant/Threat to Adults
- Disruptive
- IT Misconduct
- Lying/Cheating
- Misconduct Involving Object
- Non-compliant with Routine
- Physical Misconduct
- Property Misconduct
- Refusal to Participate in Instruction
- Threat to Others
- Truant/Skip class
- Verbal Misconduct
- Dress code:

**Location:**
- Covered play area
- Hangar
- Sandpit playground
- Oval
- Basketball court
- Toilets
- Bus travel
- Out of bounds area
- Outside classroom
- Library

**Staff/students present:**
_____________________________________________________________________________
_____________________________________________________________________________

**Brief detail of events:**
_____________________________________________________________________________
_____________________________________________________________________________

**Action taken:**
_____________________________________________________________________________
_____________________________________________________________________________

**Staff signature:** _____________________  **Entered on OneSchool by ___________ on _________**

*Reporting Staff Member please put slip in Class Teacher’s pigeon hole
Class Teacher please enter on OneSchool and file

---

**Magnetic Island State School 18/19**
## Individual Behaviour Contract

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:20-9:00</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>9:00-9:30</td>
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<tr>
<td>9:30-10:30</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>1st Break</td>
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<td></td>
</tr>
<tr>
<td>11:00-12:00</td>
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<td></td>
</tr>
<tr>
<td>12:00-1:00</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd Break</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>1:45-2:25</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Teacher’s Signature</td>
<td></td>
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</tr>
</tbody>
</table>

Colour the boxes red, orange or green according to how the session went (including lunch breaks if applicable)

- **Green** = focus behaviours consistently evident
- **Orange** = 1 or 2 minor slips with focus behaviour & only minor disruptions to routine
- **Red** = 3 minor slips or major disruptions to routine

**Magnetic Island rules and expectations I need to work on:**

**Choose 2 or write your own**

- I speak politely and kindly at all times
- I consider and respect others’ right to learn
- I take care of all equipment
- I participate fully in all activities
- I try my hardest at all times/ aim high
- I work to complete tasks on time
- I move sensibly and carefully around the room
- I choose not to use my hands and feet to solve social problems
- I use all equipment safely and sensibly

---

**Reward:** If I get at least ______ green boxes in __________________________ I can

---

My Signature_____________________ Date_____________

My Teacher’s Signature My Parent/ Caregivers Signature Principal’s Signature

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Magnetic Island State School 18/19