Responsible Behaviour Plan for Students
based on The Code of School Behaviour

1. Purpose
Moore Park 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
Moore Park State School developed this plan in collaboration with our school community – parents, staff and students. Broad consultation was undertaken through meetings held throughout the latter part of 2015. A review of school data sets from 2014 – 2015 relating to attendance, absenteeism, school disciplinary absences and behaviour (both positive and incident records) also informed the development process.

A team of staff and parents leads the development of the Schoolwide Positive Behaviour Supports/ Positive Behaviour for Learning (SWPBS/PBL) approach in the school. This lead group meet approximately twice per term and regularly consult with staff and community. Their collective work drives the review of the school plan and the key strategies that arise from it.

This plan has been endorsed by the Principal and the President of the P&C and will be reviewed as required, and in 2018 as required by legislation.

3. Learning and behaviour statement
All areas of Moore Park 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 behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Moore Park State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

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

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, Statement of Expectations for a Disciplined School Environment, and the Values for Australian Schooling document.
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

**Universal Behaviour Support**

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Moore Park 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. This strategy is directed towards all students and is designed to prevent problem behaviour and provide a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our three school rules. The Moore Park State School Schoolwide Expectations Teaching Matrix (Refer Appendix 1) outlines our agreed rules and specific behavioural expectations in all school settings.

These expectations are communicated to students via a number of strategies, including:
- Review of school and classroom expectations at the start of each term;
- Behaviour lessons conducted regularly by classroom teachers;
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.

**Values for Australian Schooling**

The following table outlines how the values for Australian Schooling are fostered at Moore Park State School -

<table>
<thead>
<tr>
<th>Value</th>
<th>Explanation</th>
<th>How We Encourage These Beliefs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Care &amp; compassion</td>
<td>Care for self and others.</td>
<td>Whole School</td>
</tr>
</tbody>
</table>
| 2. Doing your best            | Seek to accomplish something worthwhile and admirable. Try hard, pursue excellence. | • Star student
• Life Education
• Special Days eg ANZAC Day, Under 8’s Day
• Student Council Activities eg. Cancer Council, Diabetes Council, Peer Support Program
• Reinforcing positive models
• Staff Development and training sessions
• Leadership Program
• School Culture |
| 3. Fair go                    | Pursue and protect the common good where all people are treated fairly for a just society. | Class
• Class rules
• Reward systems
• Stories in literature
• Role plays of situations
• Buddy system (new students)
• Camps
• Class jobs
• Opti-minds |
| 4. Freedom                    | Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others. | |
| 5. Honesty & trustworthiness  | Be honest, sincere and seek the truth.                                       | |
| 6. Integrity                  | Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds. | |
| 7. Respect                    | Treat others with consideration and regard, respect another person’s point of view. | |
| 8. Responsibility             | Be accountable for one’s own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment. | |
| 9. Understanding, tolerance and inclusion | Be aware of others and their cultures, accept diversity within a democratic society, being included and including others. | |

Moore Park State School implements the following proactive and preventative processes and strategies to support student behaviour:
- Information is included in the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- Induction programs in the Moore Park 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.
- Development of specific policies to address:
  - The Use of Personal Technology Devices* at School (Appendix 2)
  - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 3).
Reinforcing expected school behaviour

At Moore Park State School communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are encouraged to give consistent and appropriate acknowledgement and rewards.

Moore Park State School - Flippers

Staff members distribute ‘Flippers’ each day to students they observe following school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When they see a student following the rules they can choose to give them a Flipper. When students are given a Flipper they hand them to their class teacher and they are then recorded on a class tally. Flippers accumulate over weeks/months and children are then eligible to receive various incentives or rewards. Flippers are never removed as a consequence for problem behaviour.

Responding to unacceptable behaviour

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others. Listed below are some examples of behaviours and the possible consequences.

<table>
<thead>
<tr>
<th>Level</th>
<th>Example Behaviours</th>
<th>Possible Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Universal Behaviour Support</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Level 1 | At this level, all students are on task and no disciplinary action is required. | Positive reinforcement of appropriate behaviours and positive achievements could include:  
- Verbal reinforcement  
- Record of achievements for formal acknowledgement (OneSchool Entry during reporting periods)  
- Phone calls/letters/emails to parents for good behaviours/achievements (e.g. Star Student)  
- Flipper Grams  
- Invitation to Celebration Days |
| Level 2 | Inappropriate student behaviours to be dealt with at this level include:  
- Minor incidents ignoring instruction  
- Lateness to class  
- Littering  
- Verbal abuse of other students  
- Uniform/hair/makeup/jewellery transgressions | Teacher initiated actions could include:  
- Verbal negotiation  
- Reminder of classroom expectations and rules  
- In-class separation or isolation  
- Removal from classroom for one-on-one resolution  
- Assign student to accompany you on playground duty  
- Assign student a lunchtime detention/duty  
- Contact with parents  
If repeated applications of the above actions produce no improvement in the student’s behaviour, then the student should be referred to Level 3. |
| Level 3 | Inappropriate student behaviours to be dealt with at this level include:  
- Continued level two behaviours  
- Repeated defiance  
- All forms of bullying | Principal, in consultation with the class teacher will initiate actions which could include:  
- Monitoring program  
- Sent to buddy class  
- Referral to administration  
- Restorative conference  
- Referral for assessment and specialist support – Support Teacher – Learning Difficulties, Advisory Visiting Teacher, Guidance Officer  
- Individual Behaviour Support Plan  
- Recess detention/duty  
- Restitution/Community Service  
- Parent contact  
- Interagency referral  
- Complete a SW Sheet |
| **Targeted Support** | | |
| Level 4 | Inappropriate student behaviours to be dealt with at this level include:  
- continued level three behaviours  
- stealing  
- truancy  
- physical aggression  
- smoking  
- vandalism  
- verbal abuse of teachers | Initiated actions in response to inappropriate student behaviour:  
- parent/carer interview  
- referral to outside agency  
- suspension  
- restorative conference on return from suspension  
- police notification |
| Level 5 | Inappropriate student behaviours to be dealt with at this level include:  
- possession of drugs  
- possession of a knife or other weapon  
- supply of drugs  
- use of a knife or other weapon  
- violent assault |  
- Parent/carer interview  
- Suspension in line with Education Queensland Policy SM – 16 Student Disciplinary Absences  
- Recommendation for exclusion in line with Education Queensland Policy SM – 16 Student Disciplinary Absences  
- Guidelines for ‘Working Together to Keep Moore Park State School Safe’ – Refer Appendices 6 & 7  
- Targeted Tier 2 & Tier 3 SWPBS Support  
- Physical Interventions/Restraints |

MPSS Responsible Behaviour Plan as at December 2015
5. Consequences for unacceptable behaviour

Moore Park 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. An office referral form (Appendix 4) is used to record all repeated minor and/or major problem behaviour. The recording of three minor behaviours in a session or day constitutes either an Office Referral for ongoing Minor behaviour, or an Office Referral for a Major behaviour issue if it is identified as an ongoing pattern of behaviour.

Minor and major behaviours

When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:
- **Minor** problem behaviour is handled by staff members at the time it happens
- **Major** problem behaviour is referred directly to the school Administration team

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

Minor problem behaviours may result in the following consequences:
- Use Essential Skills for Classroom Management to correct students exhibiting minor behaviours.
- 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.
- a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time out), individual meeting with the student, apology, restitution or detention for work completion.
- Yellow note (Minor Discipline Data Collection Form) – a brief note is issued to the student’s classroom teacher which outlines the behaviour concern, location and time. This is then added to the student record folder. Three yellow notes within a short time frame for similar behaviour will result in an Office Referral Form – Minor, being completed.

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 behaviour results 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 (where possible). Administration staff escort child from the classroom/ other area if the child does not move willingly.

Relate problem behaviours to expected school behaviours

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:
- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour,
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

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

Ensuring consistent responses to problem behaviour

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

Students also receive training about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour. Posters are displayed in each classroom which help students to respond to problem behaviour in and around the school (see Appendix 9).

Time Out: Removal to a buddy class/ removal from the playground for major behaviours or an accumulation of minor behaviours.

Time Out procedures may be used:
- as one of a range of options for students to manage their own behaviours
- in order to assist a student in the calming down process
- as a strategy to reduce the frequency of a particular behaviour

Staff, students and parents should be made aware of the appropriate use of and procedures for, Time Out. These include:
- giving the student the opportunity to re-join the class at intervals of no more than 10 minutes
- provide the student with opportunities to complete assessments to fulfill education requirements
- Ensure that it is consistent with – developmental stages, any special needs
- Ensure the student is safe and under supervision at all times
- Ensure emergency procedures are in place for students ‘out of class’
- The regular review of time out procedures, frequency of use with particular students, and effectiveness.

Detentions: May be used to prevent the escalation of inappropriate behaviour or as a last resort alternative to suspension or exclusion.

MPSS Responsible Behaviour Plan as at December 2015
**Physical Restraints: (Individual Plan)**

Physical Restraint, involving the manual restriction of a student’s movement for reasons of safety may be used in cases where a student is behaving in a manner that is potentially injurious to themselves or others, or to prevent serious property damage.

When provision is made for the use of physical restraint in a student’s individual plan as an ongoing response strategy due to frequency of behaviour risk/patterns (including prevention of self-harming behaviours), plans will:

- be approved by the principal with a copy provided to the principal’s supervisor
- include strategies to reduce the frequency and severity of inappropriate behaviours and increase socially appropriate and positive behaviours
- not use physical restraint processes in isolation
- develop procedures with support personnel, parents and relevant staff including medical practitioners and the like where applicable
- identify strategies to reduce and eliminate the need for physical restraint.
- in preventing self-harming behaviours, strategies may include:
  - restoring safety in other practicable ways such as removing harmful objects;
  - employing responses such as increased monitoring and support within classrooms and /or referral to appropriately trained staff; and
  - use of movement limiting and / or protective devices at times of high risk.
- complete documentation according to Student Protection requirements

Where physical restraints are included as part of a student’s individual plan deemed necessary due to frequency of behaviour risk/patterns (including prevention of self-harming behaviours), staff will:

- be provided with physical restraint training and professional development that is documented
- complete the required documentation following a physical restraint
- employ responses to support all staff and students involved in, including witnesses to, an incident of self-harm
- establish a regular review process to monitor effectiveness of planned strategies and procedures.

**6. Emergency or critical incident responses**

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.

Specifically, if a student brings a knife of any description to school, they can expect serious consequences. Refer to Appendices 6 and 7, ‘Working Together to Keep Moore Park State School Safe’ for details of possible consequences for such an act.

**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 & Restraints – Immediate or Emergency Response
Staff may make legitimate use of physical intervention if all non-physical interventions (including defusing strategies) and more moderate 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
- to prevent serious property damage

Appropriate physical intervention may be used to ensure that Moore Park 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.

More moderate 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 Restraint is not to be used as a response to:

- property destruction, unless serious
- 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 (Appendix 5)
- debriefing report (for student and staff) (Appendix 8).
7. Network of student support
Students at Moore Park State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers
- Support Staff
- Administration Staff
- School Chaplain (as of 2013)
- Guidance Officer
- Advisory Visiting Teachers (Behaviour, Inclusion)
- Positive Learning Centre Staff
- Senior 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 Child Safety
- Police
- Local Council

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

Moore Park State School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students’ age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  - receive adjustments appropriate to their learning and/or impairment needs,

9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies

- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
- SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools
- SMS-PR-022: Student Dress Code
- SMS-PR-012: Student Protection
- SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
- GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
- ICT-PR-004: Using the Department’s Corporate ICT Network
- IFM-PR-010: Managing Electronic Identities and Identity Management
- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- SM – 16 Student Disciplinary Absences

11. Some related resources

- Bullying... No Way!
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses
- ‘Working Together to Keep Moore Park State School Safe’ Guidelines – Refer Appendices 6 & 7

Endorsement

____________________  _______________________
Principal          P&C President

Effective Date: 9 December 2015 – 31 December 2018
## MOORE PARK STATE SCHOOL - SCHOOLWIDE EXPECTATIONS MATRIX

Developed collaboratively with school staff and bus drivers

<table>
<thead>
<tr>
<th>3 School Rules (and related Values for Australian Schooling)</th>
<th>All Areas</th>
<th>Classroom</th>
<th>Eating Areas</th>
<th>Playground</th>
<th>Toilets</th>
<th>Bus</th>
<th>Uniform</th>
<th>Other / Bike Racks</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAFETY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CARE &amp; COMPASSION</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FREEDOM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Walk</td>
<td>Walk</td>
<td>Clean hands</td>
<td>Open &amp; close doors</td>
<td>Wait patiently &amp; quietly at the marshalling area</td>
<td>Wear a broad brimmed hat</td>
<td>School crossing-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Body parts to yourself (hands &amp; feet to yourself)</td>
<td></td>
<td>Sit while eating</td>
<td>carefully</td>
<td>When directed, walk to bus area &amp; line up behind yellow line in year level groups</td>
<td>Shoes &amp; socks on unless on running track</td>
<td>Walk self &amp; bike</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Eat your own food</td>
<td>Use soap &amp; paper properly</td>
<td>Getting on or off the bus -</td>
<td>Wear a correctly fitted bike helmet</td>
<td>across crossing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Walk</td>
<td>Play in allocated areas</td>
<td>No playing</td>
<td>Wear shoes that will protect your feet</td>
<td>If possible walk</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>When tuckshop is operating -</td>
<td>Use equipment correctly</td>
<td></td>
<td></td>
<td>or ride with a buddy</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>* wait patiently for your turn</td>
<td>correctly</td>
<td></td>
<td></td>
<td>Park your bike in the bike rack</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>* use your manners</td>
<td>Play safely</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RESPONSIBILITY</td>
<td>RESPONSIBILITY HONESTY &amp; TRUSTWORTHINESS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow instructions</td>
<td>Complete homework (reading &amp; spelling)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make good choices</td>
<td>Have equipment ready &amp; look after it</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tidy up</td>
<td>Quiet working noise</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Look after belongings - personal, others' and school</td>
<td>Concentrate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take responsibility for your own behaviour</td>
<td>Accept consequences</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rubbish in bin</td>
<td>Walk on concrete</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Look after own lunch box</td>
<td>Solve differences in non-violent manner</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Help others who are hurt</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Return equipment if you borrow it</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flush toilet after use</td>
<td>Be prompt to marshalling area</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taps off</td>
<td>Use appropriate language at all times</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Walk in toilets</td>
<td>“Electronic devices” Mobile phones</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Report any breakages or misuse</td>
<td>Ipods</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>DS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Camera – see Bus drivers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RESPECT</th>
<th>RESPECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>DOING YOUR BEST INTEGRITY</td>
<td>UNDERSTANDING TOLERANCE</td>
</tr>
<tr>
<td>RESPECT</td>
<td>INCLUSION</td>
</tr>
<tr>
<td>FAIR GO</td>
<td></td>
</tr>
<tr>
<td>Treat others in a manner you would like to be treated -</td>
<td>Body parts to yourself</td>
</tr>
<tr>
<td>● Include others</td>
<td>Listen to others</td>
</tr>
<tr>
<td>● Encourage others</td>
<td>Co-operate</td>
</tr>
<tr>
<td>● Listen carefully to others</td>
<td>Use positive &amp; encouraging words</td>
</tr>
<tr>
<td>● Use friendly voice</td>
<td>Ask permission</td>
</tr>
<tr>
<td>● Use your manners</td>
<td>Keep classroom &amp; gardens neat &amp; tidy</td>
</tr>
<tr>
<td>Be respectful of all adults by following instructions &amp; using manners</td>
<td>Respect classroom resources &amp; others' property</td>
</tr>
<tr>
<td>Rubbish in bin</td>
<td>Eat quietly</td>
</tr>
<tr>
<td>Eat quietly</td>
<td>Let others eat in peace</td>
</tr>
<tr>
<td>Let others eat in peace</td>
<td>Wait to be dismissed</td>
</tr>
<tr>
<td>Wait to be dismissed</td>
<td>Tuckshop Use good manners</td>
</tr>
<tr>
<td>Play by the rules</td>
<td>Keep to the pathways</td>
</tr>
<tr>
<td>Keep to the pathways</td>
<td>Use &amp; return equipment properly</td>
</tr>
<tr>
<td>Use &amp; return equipment properly</td>
<td>Respect the privacy &amp; personal space of others</td>
</tr>
<tr>
<td>Respect the privacy &amp; personal space of others</td>
<td>Wait your turn</td>
</tr>
<tr>
<td>Wait your turn</td>
<td>Use manners at all times</td>
</tr>
<tr>
<td>Use manners at all times</td>
<td>Listen to directions from adults</td>
</tr>
<tr>
<td>Listen to directions from adults</td>
<td>Leave toilets clean and tidy</td>
</tr>
<tr>
<td>Leave toilets clean and tidy</td>
<td>Wear school uniform with pride</td>
</tr>
<tr>
<td>Wear school uniform with pride</td>
<td>Respect your uniform by having it clean &amp; tidy</td>
</tr>
<tr>
<td>Care for others' bikes at the bike racks</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 2

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 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.

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.

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

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

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

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

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

Students 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 QPS.

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

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

Recording Private Conversations and the Invasion of Privacy Act 1971
It is important that all members of the school community understand that under the Invasion of Privacy Act 1971, ‘a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation’. It is also an offence under 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.

---

1 Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

**Special Circumstances Arrangement**
Students who require the use of a personal 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.

*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.*
Appendix 3

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

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

2. There is no place for bullying in Moore Park 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 Moore Park 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 Moore Park 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 speculating on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale
6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

7. The anti-bullying procedures at Moore Park State School are an addition to our already research-validated schoolwide positive behaviour support processes. This means that all students are explicitly taught the expected school behaviours and receive high levels of social acknowledgement for doing so.

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 3 school rules and will be taught the expected behaviours attached to each rule in all areas of the school
   - All students have been or are being taught the specific routines in the nonclassroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
   - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the nonclassroom areas of the school
   - A high level of quality active supervision is a permanent staff routine in the nonclassroom 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 nonclassroom areas.

9. An initial introductory lesson is delivered, which teaches the 4-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.(see Appendix 6)

10. 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.

11. Moore Park State School uses behavioural data for decision-making. This data is entered into our database (OneSchool) on an as-needs basis and can be recalled as summary reports at any time (Major behaviours). 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. Minor behaviour referrals are retained in classroom record folders and in a combined folder in Administration. Minor referrals are reviewed each term to help identify patterns or concern areas.

MPSS Responsible Behaviour Plan as at December 2015 13
# MOORE PARK STATE SCHOOL OFFICE REFERRAL FORM

<table>
<thead>
<tr>
<th>Student(s)</th>
<th>Referring Staff</th>
<th>Year Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Date** / / 201

**Time/ Session**

**Location**

- Classroom
- Pathway
- Eating Area
- Tuckshop
- Oval
- Tennis Court
- Dining Area
- Bus loading zone
- Bus
- Parking lot
- Special event/ Excursion
- Toilet
- Bike racks
- Oval
- Tennis Court
- Play Equipment/ Fort
- Toilets
- Bus Parking lot
- Special event
- Library
- Specialist Lesson
- Other

**Strategies used prior to referral**

- Discussion with Student about actions/ behaviour
- Redirection/ Rule Reminders
- Time out/ Self-Reflection Time
- Not Applicable

**Problem Behaviors (Tick the most intrusive)**

- Inappropriate language
- Lying/ Cheating
- Physical contact
- Dress Code Violation
- Defiance/disrespect/ non-compliance
- Disruption to class or learning
- Property misuse
- Lateness
- Other

**MAJOR**

- Abusive lang./ any form of swearing (Malicious & Targeted)
- Fighting/ physical aggression
- Defiance/disrespect/ insubordination/ non-compliance
- Harassment/ Bullying
- High Level Disruption
- Tardiness
- Deliberately missing class/ late
- Theft/ Stealing
- Vandalism
- Arson
- Knives /Weapons/ Inappropriate or unsafe items at school
- Other

**Possible Motivation**

- Obtain peer attention
- Avoid tasks/activities
- Other
- Don’t know
- Avoid peer(s)
- Other
- Avoid adult(s)

**Others Involved**

- None
- Peers
- Staff
- Teacher
- Relief Teacher
- Unknown
- Other

**Administrative Decision**

- Time in office
- Detention
- In-school suspension
- Loss of privilege
- Parent contact
- Individualized instruction
- Out-of-school suspension
- Conference & 5W Sheet
- Bus Suspension
- Restitution
- Other

**Comments:**

**Follow up comments:**

---

**When to Send to Administration**

**MINORS** – Poor behaviour choices made despite 3+ rule reminders were provided during the course of the day or session.

**MAJORS** – All Majors to be referred.

MPSS Responsible Behaviour Plan as at December 2015
## Physical Restraint / Intervention Report

<table>
<thead>
<tr>
<th>Initial Report Compiled by</th>
<th>Date and Time Report Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signed</td>
<td></td>
</tr>
</tbody>
</table>

### Details of Student / s

<table>
<thead>
<tr>
<th>Name</th>
<th>Class</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Class</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Details of Staff involved in Incident

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Reason for restraint

- [ ] To cease the physical assault of another student or staff member
- [ ] To avert an immediate danger to him/herself or to others
- [ ] To avoid serious property damage
- [ ] Other

### Details of Incident

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Initial Location</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initial Staff involved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Behaviours preceding restraint</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Restraint Location</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type and Duration of Restraint</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Removed to</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

### De-Escalation Strategies Used Prior to Restraint

<table>
<thead>
<tr>
<th>☐ Distraction</th>
<th>☐ Change of face, place, activity</th>
<th>☐ Offer choices</th>
<th>☐ Cool down time, place</th>
<th>☐ Offer to talk</th>
<th>☐ Reassurance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Physical Condition of Student Before Restraint</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Physical Condition of Student After Restraint</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

### Details of Any Injury

<table>
<thead>
<tr>
<th>Injury to Student</th>
<th>☐ Yes ☐ No</th>
<th>Incident Report Completed</th>
<th>☐ Yes ☐ No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Injury to Staff

<table>
<thead>
<tr>
<th>Name:</th>
<th>☐ Yes ☐ No</th>
<th>Incident Report completed</th>
<th>☐ Yes ☐ No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Details of Injury

<table>
<thead>
<tr>
<th>Details of Injury</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

### Details of Damage

<table>
<thead>
<tr>
<th>Details of Damage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

### Details of Trauma

<table>
<thead>
<tr>
<th>Details of Trauma</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

### Notifying Procedures

<table>
<thead>
<tr>
<th>Incident Reported to</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parent / Carer Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
WORKING TOGETHER TO KEEP MOORE PARK STATE SCHOOL SAFE

We can work together to keep knives out of school. At Moore Park State School:

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

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

What kinds of knife are banned?

- No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel.
- Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.
- In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

The Principal can take tough action against a student who brings a knife to school.

- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences such as notification of Police, suspension or exclusion.
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.

- School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
- If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the principal and given to the police.

How can parents help to keep Moore Park State School safe?

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children’s lunch boxes, pencil cases or craft kits.
- Contact your school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact the Principal, Moore Park State School.
Working Together to Keep Moore Park State School Safe
Information for Students

WORKING TOGETHER TO KEEP MOORE PARK STATE SCHOOL SAFE

We can work together to keep knives out of school. At Moore Park State School:

• Every student has the right to feel safe and be safe at Moore Park State School.
• There is no reason for a student to have a knife at school.
• No knives are allowed to be taken to school by students.
• It is against the law for a student to have a knife at school.
• A student that has a knife at school can receive very serious consequences.

What kinds of knife are banned?

You are not allowed to have any type of knife at school including:

• flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives
• any item that can be used as a weapon, for example, a chisel or screwdriver.

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

What will happen if I bring a knife to school?

• If you have a knife at school, the principal may call the police.
• Police can search you and your property at school if they think you have a knife.
• If you have a knife at school, you may be disciplined in any of the following ways:
  • Police notification
  • Suspension in line with Education Queensland Policy SM – 16 Student Disciplinary Absences
  • Recommendation for exclusion in line with Education Queensland Policy SM – 16 Student Disciplinary Absences
• You may be charged with a criminal offence and face serious consequences if convicted, including a fine or jail.
• School property such as desks or lockers can be searched if the principal suspects that you have a knife on or in school property.
• If the principal thinks you have a knife in your bag, the bag can be confiscated until police arrive.
• If you have a knife at school, it can be confiscated by the principal and given to the police.
• You may face serious disciplinary consequences if you bring a knife to school.

How can I help to keep Moore Park State School safe?

• Make sure you know the laws and rules about knives.
• Ask your parents not to put knives or knife tools in your lunch box, pencil case or craft kit.
• Contact your teacher if you are being bullied or threatened at school.
• Immediately tell a teacher or adult if you think someone has a knife at school, or if they say they will bring a knife to school.
• Immediately tell a teacher if a student is threatening anyone with an object that could injure them.
Appendix 8

Debriefing Report

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:

- Reverse or minimise the negative effects of physical intervention
- Prevent the future use of physical intervention
- Address organisational problems and make appropriate changes

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

Debriefing should provide information on:

- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

The specific questions we want to answer through the debriefing process are:

- FACTS: what do we know happened?
- FEELINGS: how do you feel about the event that happened?
- PLANNING: what can/should we do next?

Questions for staff

- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was 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 modified to accommodate their specific receptive and expressive needs.
Always play in a safe place where adults can see you!

Solve It!
Ignore, Move Away, Ask them to Stop, Don’t be rough to others!

Ask a Friend!
Try to play with or around other kids.

Find an Adult!
Find any adult to help you (Teacher, Aide, Cleaner, Groundsman)

Explore What Else You can Do!
Tell your own teacher. Don’t give up, Discuss with Parents.