Mary Valley State College

Responsible Behaviour Plan
2016 - 2018
Mary Valley State College

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

1. Purpose

Mary Valley State College 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.

All members of our school community are expected to uphold the responsibilities defined in the Code of School Behaviour to ensure the best possible outcomes for students, staff and parents.

Mary Valley State College's Responsible Behaviour Plan is designed to facilitate positive support for high standards of achievement and behaviour combined with clear responses and consequences to inappropriate behaviour so that the learning and teaching in our school can be most effective and students can participate positively within our school community.

2. Consultation and data review

Mary Valley State College 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 Mary Valley State College are teaching and learning 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. We are implementing the research validated 'Schoolwide Positive Behaviour Supports / Positive Behaviour for Learning' framework to achieve our identified social behaviour and academic outcomes - reflected in the core elements of the school's learning approach to behaviour:

1. Principal leadership of a team approach to behaviour
2. Parent and Community engagement
3. Data informed decision making
4. Clear consistent expectations for behaviour and
5. Explicit teaching of appropriate behaviour to all students

Our Responsible Behaviour Plan outlines our systems for facilitating positive behaviours, preventing new cases of problem behaviours and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour (our 'Behaviour Curriculum' in the form of a matrix) are plain to everyone, assisting Mary Valley State College 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 four broad school rules / expectations to teach and promote our high standards of responsible behaviour:

- **Safe**
- **Responsible**
- **Respectful**
- **Proud Learners**

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.

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

A matrix of behavioural expectations in specific settings has been attached to each of our three school rules. This matrix outlines our Behaviour Curriculum – our agreed to rules and positive behaviour definitions of appropriate behaviours in all school settings.

The PBL/SWPBS framework uses a three-tiered continuum of evidenced based supports (Tier 1 ‘Universal’; Tier 2 ‘Targeted’, and Tier 3 ‘Intensive’ levels of support services) to facilitate standards of positive behaviour and to respond to unacceptable behaviour. This whole school approach shapes, supports and recognises appropriate behaviour in all students.
<table>
<thead>
<tr>
<th>Classrooms/Teaching Areas</th>
<th>Eating Areas</th>
<th>Grounds</th>
<th>All Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bus</strong></td>
<td><strong>Toilets</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Line up and walk into class when directed</td>
<td>Wait in the designated area</td>
<td>Wash our hands after using the toilet</td>
<td>Keep hands, feet and objects to ourselves</td>
</tr>
<tr>
<td>Follow safety rules and procedures when working with equipment</td>
<td>Use the toilets correctly</td>
<td>Wash hands before we eat</td>
<td>Listen to and follow the instructions of members of staff, immediately</td>
</tr>
<tr>
<td>Remain seated on the bus</td>
<td>Report damage or mess to a teacher</td>
<td>Use the toilets, preferably during break times</td>
<td>Wear school uniform, covered shoes, a sun hat and sunglasses (when necessary)</td>
</tr>
<tr>
<td>Request teacher permission to enter classrooms</td>
<td>Access food and drinks at appropriate times/places</td>
<td>Have only one person in a cubicle at a time</td>
<td>Wait on concrete and around buildings</td>
</tr>
<tr>
<td><strong>Grounds</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Eating Areas</strong></td>
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</tr>
<tr>
<td><strong>Safety</strong></td>
<td><strong>Responsible</strong></td>
<td><strong>Respectful</strong></td>
<td><strong>Proud Learners</strong></td>
</tr>
<tr>
<td>Keep hands, feet and objects to ourselves</td>
<td>Look after our self, our belongings, the school environment, property and facilities</td>
<td>Address others by their correct name</td>
<td>Listen attentively and actively participate</td>
</tr>
<tr>
<td>Listen to and follow the instructions of members of staff, immediately</td>
<td>Are at the right place at the right time</td>
<td>Only use positive and polite language, showing appropriate manners</td>
<td>Try to do our best and make the most of all opportunities</td>
</tr>
<tr>
<td>Wear school uniform, covered shoes, a sun hat and sunglasses (when necessary)</td>
<td>Are honest and accept responsibility for our own words and actions</td>
<td>Listen to others</td>
<td>Wear our uniform</td>
</tr>
<tr>
<td><strong>Responsible</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>We are responsible when we</td>
<td>Complete all set work (class work and home work)</td>
<td>Work co-operatively with others</td>
<td>If we are proud learners, when we</td>
</tr>
<tr>
<td><strong>Respectful</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>We are respectful when we</td>
<td>Respect other students' right to learn and the teacher's right to teach</td>
<td>Put up our hands to answer or seek assistance</td>
<td>Get prepared for learning with the necessary equipment</td>
</tr>
<tr>
<td><strong>Proud Learners</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>We are proud learners when we</td>
<td>Attempt all activities and complete them on time</td>
<td>Follow breakfasts, healthy snacks and meditations routine</td>
<td>Put our uniform</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Wear our uniform</td>
</tr>
</tbody>
</table>
Tier 1 (Universal), Tier 2 (Targeted) and Tier 3 (Intensive) behaviour support includes:

- quality learning and teaching practices;
- a balanced, relevant and engaging curriculum;
- supportive and collaboratively developed procedures;
- the implementation of evidence-based programs;
- regular monitoring and review of school procedures and programs;
- professional development for all members of the school community consistent with the school’s evidence-based approach to promoting positive behaviour;
- adoption of practices that are non-violent, non-coercive and non-discriminatory; and
- a continuum of whole school positive preventative action for all students.

**Tier 1 ‘Universal’ Behaviour Support**

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Mary Valley State College 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 which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

The expectations are communicated to students using a number of strategies, including:

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning through instructional feedback at School Assemblies and during active supervision by staff during classroom and non-classroom activities

Mary Valley State College implements the following proactive and preventative processes and strategies to support student behaviour:

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- Positive Behaviour Leadership / SWPBS team members' regular provision of information to staff and parents, and support to others in sharing successful practices.
Comprehensive induction programs in Mary Valley State College's 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.

Reinforcing expected school behaviour
At Mary Valley State College communication of our key messages about behaviour is backed up through reinforcing 'instructional feedback' for students engaging in expected school behaviour. The system of 'instructional feedback' includes both non-verbal and verbal acknowledgements and is supplemented by a formal recognition and monitoring system attached to the environment in which it occurs. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and reinforcers.

Free and Frequent
Mary Valley State College – HIGH FIVES
Staff distribute HIGH FIVES each day to students they observe meeting the school behaviour expectations in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When staff ‘catch’ a student meeting expectations they can choose to give the student a HIGH FIVES. HIGH FIVES can be traded for class rewards. When students have collected 20 HIGH FIVES, they present these to their class teacher and come to administration to have their achievement acknowledged and recorded on OneSchool, a certificate printed. The same procedure occurs when 40, 60, and 80 HIGH FIVES in a term. Students are also acknowledged during school assemblies and their achievements are noted in the school newsletter.

Medium term
Mary Valley State College acknowledge positive student achievements on a weekly basis at school assemblies, to which parents are invited. In addition to milestone HIGH FIVES collections, students are awarded ‘Student of the Week’ certificates and their photographs are taken during the ceremony and published in the school newsletter.

Long and strong
A longer term school-wide behaviour procedure is also in place for staff to follow to acknowledge positive student behaviour. Students who achieve 60 HIGH FIVES have an acknowledgement post card sent to their parents. Students who reach 80 HIGH FIVES status are invited to attend ‘Celebration Day’ which is held at the end of each term. ‘Celebration Day’ acknowledges those students who consistently exhibit appropriate behaviour and reinforces the behaviour expectations of Mary Valley State College.

Responding to unacceptable behaviour
Tier 1 ‘Universal’ behaviour support:

Re-directing low-level (minor) and infrequent problem behaviour
Staff at Mary Valley State College apply a preventative approach to re-direction and make appropriate use of least to most intrusive redirection strategies based on the Essential Skills for Classroom Management. 'Pre-correction' and 'prompts' are examples of preventative strategies. 'Least intrusive' strategies may include selective attending, proximity, non-verbal cueing and time out for cool down and re-setting. When a student exhibits low-level (minor) and infrequent problem behaviour, the initial verbal 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. 'Most intrusive' strategies include redirections, giving choices and following through, and removal to time out in class and buddy class for repeated low-level problem behaviours.

Our preferred way of re-directing low-level problem behaviour is to ask students to think of how they might be able to act more safely, respectfully and responsibly and more like a proud learner. 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.

Major problem behaviours are referred to the Principal/HOD.

**Tier 2 ‘Targeted’ behaviour support:**

Each year a number of students at Mary Valley State College are identified by staff and through our reviews of data as needing extra in the way of targeted behaviour support due to them not fully responding to the Tier 1 behaviour support processes and strategies outlined previously. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

Features of these Tier 2 supports include:

- use of behaviour data to accurately identify students requiring Tier 2 supports
- a school based referral process for teachers seeking assistance to support the identified students
- a team approach to supporting students on targeted programs
- use of data decision rules for evaluation and exits from targeted support programs
- making adjustments for individual needs
- using research-validated program options for targeted support interventions such as:
  - adult mentoring
check in / check out

- targeted / small group social skilling
- 'newcomer' programs for new students.

All staff members are provided with continuous professional development consisting of an overview of the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported.

**Tier 3 ‘Intensive’ behaviour support:**

Mary Valley State College is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The Behaviour Support Team:

- works with other staff members to develop appropriate behaviour support strategies;
- monitors the impact of support for individual students through ongoing data collection;
- makes adjustments as required for the student;
- works with the SWPBS Leadership Team to achieve continuity and consistency;
- facilitates a Functional Behaviour Assessment for appropriate students to guide an individualised intervention plan;
- identifies flexible / alternative learning options;
- organises referrals to regional behaviour support resources.

In addition to students being identified through current school behaviour data, the Intensive Behaviour Support Team has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and regional behavioural support staff.

**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.

5. 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 of Mary Valley State College are kept safe.
An emergency situation or critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

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

Basic defusing strategies

1. 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.

2. 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.

3. 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, and withdraw if the situation escalates.

4. 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.

5. 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 and Restraints – Immediate or Emergency Response

Appropriate physical interventions and restraints may be used to ensure that Mary Valley State College’s duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical restraints (manual restriction of a student’s movement for reasons of safety) is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Staff may make legitimate use of physical restraints if all non-physical (including defusing strategies) and more moderate physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member; or
- posing an immediate danger to him/herself or to others; or
- to prevent serious property damage.
Staff will:

- give clear verbal instruction before physical restraints are used, unless the urgent nature of the situation makes this impractical
- call for assistance from another member of the school staff and make arrangements to ensure that other students in the vicinity are safe and properly supervised
- notify the principal (if not directly involved) and the student’s parent of the incident detailing:
  - the behaviour that preceded the use of physical restraint
  - the type and duration of restraint used
  - staff members and other witnesses present during the period of the restraint
  - student’s physical condition before and after the period of physical restraint
  - planned future action to prevent further incidents of the behaviour

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 interventions and restraints must not be used when a less severe response can effectively resolve the situation and
- the underlying function of the behaviour.

Physical interventions or restraints are not to be used as a response to:

- school disruption;
- refusal to comply;
- verbal threats;
- property destruction, unless serious; and
- 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 individual student.

Debriefing

Following each instance involving the use of physical restraint:

- debriefing to be provided for the student and any other students after a suitable interval of time has elapsed
- a debriefing meeting with the relevant staff members to be held
- an individual plan to be developed if physical restraint is deemed necessary as an ongoing strategy

Record Keeping

Each instance involving the use of physical restraint must be formally documented. The processes can be found at http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-incident-Recording,-Notification-and-Management.aspx online. Following each instance involving the use of physical restraint, the following records are to be maintained:

- Physical Intervention Incident Report (Appendix reference)
- Debriefing Report (Appendix reference)

6. Consequences for unacceptable behaviour

Mary Valley State College 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. Minor behaviours are monitored through the use of traffic light systems in-class and small group time, whole class monitoring checklists of traffic light recordings, minor behaviours spreadsheet for playground/out-of-class. An office referral form (Appendix reference) is used to record all multiple minor and major problem behaviour.

Specific policies have been developed to address:

- The Use of Personal Technology Devices at School (Appendix 1);
o Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2); and
o Appropriate Use of Social Media (Appendix 3).

Work together to keep knives out of school (Appendix reference)

In a productive classroom, all students are on task and no disciplinary action is required. Positive reinforcement of appropriate behaviours and positive achievements could include; verbal reinforcement, the SWPBS Rewards Program, phone calls/letters/emails to parents for good behaviours/achievements and record of achievements for formal acknowledgement.

Whilst the focus is on proactive and preventative approaches, certain behaviour requires intervention and consequences. These behaviours range from Minor Behaviours which are managed within the classroom, to Major Behaviours which are managed through Administration.

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; and
- do not require involvement of specialist support staff or Administration.

**Major** behaviours – Multiple Incidents of Minor Behaviour are those that:

- follow the recording of three minor behaviours.

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

**Major** behaviours –

When major problem behaviours staff members calmly state the major problem behaviour to the student, issue them with the Reflection Sheet and remind them of the expected school behaviour. The student is then directed to spend time either in a ‘Buddy class’ to allow the opportunity to review appropriate school and class expectations. A ‘Re-entry’ process is completed by staff using ‘Restorative questioning’ strategies. This process assists with the reinforcement of expectations and fosters positive relationships between staff and students.

**Buddy Class:** Removal to a buddy class ‘cross/classing’ / removal from the playground

as one of a range of options for students to manage their own behaviour

- in order to assist a student in the calming down process
- as a strategy to reduce the frequency of a particular behaviour

All staff, students and parents are made aware of the appropriate use of, and procedures for, Buddy Class. These include:

- giving the student opportunity to rejoin class at intervals of no more than 10 minutes
- provide the student with opportunities to complete assessments to fulfil educational requirements
- ensure when using Buddy Class as a management technique that it is consistent with:
  - developmental stage of the student
  - any special needs that the student may have
- ensuring the student is safe and under supervision at all times
- ensuring emergency procedures are in place for students ‘out of class’
- the regular review of buddy class procedures, frequency of use with particular students, and effectiveness measured using data

**Major** behaviours may result in an immediate referral to Administration because of their seriousness. The staff member completes the office referral form *(Appendix reference)* and if needed escorts the student to Administration or calls for assistance.
Detentions may be used to prevent the escalation of inappropriate behaviour or as a last resort alternative to suspension or exclusion.

**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 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 Mary Valley State College, 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 in how to respond appropriately 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>Bullying</th>
<th>Major: Repeated or serious verbal, physical, social or psychological misbehaviour that is harmful and involves misuse of power by an individual or group towards one or more persons.</th>
</tr>
</thead>
</table>
| Cheating          | Minor: Copies the work of another student during regular class time.  
|                   | Major: Copies or plagiarises the work of others for an assessment piece. Copies the work of another student or inappropriately uses a digital device during an examination or test.                         |
| Disruption        | Minor: Low intensity, inappropriate behaviour that disrupts learning and/or teaching.  
|                   | Major: Repeated or sustained inappropriate behaviour e.g. loud talking, yelling or screaming, making repeated noises using materials, rough play or physical contact, continually out of seat, severely interfering with the learning process. |
| Dress Code Infringement | Minor: Wearing clothes or accessories that are near to, but not within the school’s dress code e.g. shoes, jewellery, hair, uniform.  
<p>|                   | Major: Clothing or accessories that do not approximate or obviously violate the school’s dress code. Repeated minor dress code infringements.                                                     |
| Harassment/victimisation | Minor: Low level disrespect of others through name calling, threats, use of digital device/s social exclusion,                                                                  |</p>
<table>
<thead>
<tr>
<th>Behaviour Type</th>
<th>Minor:</th>
<th>Major:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICT infringement</td>
<td>Non-serious, but inappropriate use of a digital device.</td>
<td>Serious, inappropriate use of a digital device/s as detailed in the school's Responsible Behavior Plan</td>
</tr>
<tr>
<td></td>
<td>Use of inappropriate language including swearing, use of offensive or discriminatory language and name calling. Use of inappropriate language directed at a teacher or other responsible adult.</td>
<td></td>
</tr>
<tr>
<td>Language infringement</td>
<td>Low intensity use of inappropriate or offensive language – low level swearing or name calling which causes offense.</td>
<td>High intensity use of inappropriate language including swearing, use of offensive or discriminatory language and name calling. Use of inappropriate language directed at a teacher or other responsible adult.</td>
</tr>
<tr>
<td>Late</td>
<td>Arrives at school after the scheduled commencement time without a reasonable excuse.</td>
<td>Pattern of repeated late arrivals, after problem solving strategies have been implemented.</td>
</tr>
<tr>
<td>Lying</td>
<td>Deliberately and consciously implicating a student in a behaviour incident when they were not involved.</td>
<td>Deliberately and consciously telling an untruth/s in order to minimise the involvement of a fellow student in a behaviour incident.</td>
</tr>
<tr>
<td></td>
<td>Deliberately misleading by giving incorrect information relating to a behaviour incident.</td>
<td></td>
</tr>
<tr>
<td>Misconduct involving an object</td>
<td>Throwing stones into a garden or at a target, running around with a stick during a game. Using objects to disrupt other's learning e.g. flicking pen lids at others or across a classroom, throwing paper balls, making of and propelling chewed paper pieces, using rubber bands inappropriately etc.</td>
<td>Possesses a weapon or other object which could cause harm or physical injury to another person.</td>
</tr>
<tr>
<td></td>
<td>Uses a weapon or other object e.g. rock, stick, play or sporting equipment etc. to threaten or cause harm or physical injury to another person.</td>
<td></td>
</tr>
<tr>
<td>Non-compliance</td>
<td>Low level failure to respond to reasonable instructions given by an adult.</td>
<td>Actively or continually refusing to follow reasonable instructions from adults – ongoing failure to engage with the curriculum, disrespectful behaviour towards adults.</td>
</tr>
<tr>
<td>Out-of-bounds</td>
<td>Found in an area of the school grounds that is deemed to be out of bounds.</td>
<td>Leave s the school grounds without permission. Repeatedly plays in or frequents areas deemed to be out of bounds.</td>
</tr>
<tr>
<td>Out of school hours infringement</td>
<td>Involvement in an out of school hours, behaviour incident for which an in-school consequence is applied.</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>Any minor problem behaviour not listed as a category.</td>
<td>Any minor problem behaviour not listed as a category.</td>
</tr>
<tr>
<td>Category</td>
<td>Minor</td>
<td>Major</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>-----------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Physical misconduct/assault</td>
<td>Inappropriate physical contact/touching which does not result in physical injury.</td>
<td>Inappropriate, direct or indirect, physical contact which results in injury or offence to another person or persons – hitting, kicking, punching, scratching, wrestling, hair-pulling, spitting, pushing a person into the path of, or at another person, which may cause injury.</td>
</tr>
<tr>
<td>Property infringement</td>
<td>Inappropriate use of equipment or treatment of property which doesn’t result in damage. Use of someone else’s property without their permission.</td>
<td>Participation in an activity which results in damage to or destruction of property.</td>
</tr>
<tr>
<td>Skip class</td>
<td>Leaves or misses class or a school activity without permission but remains on school grounds or within expected boundaries.</td>
<td>Takes and/or passes on the property of others without permission. Possesses the property of others knowing it to be stolen.</td>
</tr>
<tr>
<td>Stealing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Substance misconduct involving legal substances</td>
<td>Uses or possesses alcohol, tobacco or another legal substance e.g. petrol, paint, lighter fluid, aerosol spray etc. Supplies such legal substances to others.</td>
<td></td>
</tr>
<tr>
<td>Substance misconduct involving illegal substances</td>
<td>Uses or possesses illegal drugs, substances or imitations. Supplies illegal drugs, substances or imitations to others.</td>
<td></td>
</tr>
<tr>
<td>Threats to adults</td>
<td>Threats harm to an adult either directly or indirectly.</td>
<td></td>
</tr>
<tr>
<td>Threats to other students</td>
<td>Threats harm to another student either directly or indirectly.</td>
<td></td>
</tr>
<tr>
<td>Third minor referral</td>
<td>A student receives a third minor referral within a ten week period.</td>
<td></td>
</tr>
<tr>
<td>Traunt</td>
<td>Failure to attend school, without permission or a reasonable excuse, for scheduled classes or other school activity. Leaves the school grounds or expected boundaries of a school activity without permission or a reasonable excuse.</td>
<td></td>
</tr>
</tbody>
</table>

In 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.

<table>
<thead>
<tr>
<th>Minor Behaviours Possible Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher initiated actions could include:</td>
</tr>
<tr>
<td>- Verbal correction</td>
</tr>
<tr>
<td>- Apology</td>
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<tr>
<td>- Loss of privileges</td>
</tr>
<tr>
<td>- Detention</td>
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<tr>
<td>- Classroom meeting</td>
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<tr>
<td>- Verbal negotiation</td>
</tr>
<tr>
<td>- Reminder of classroom expectations</td>
</tr>
</tbody>
</table>
- In-class separation or isolation
- Removal from classroom for one-on-one resolution
- Send student to buddy class
- Assign student to accompany you on playground duty
- Assign student a lunchtime detention
- Contact with parents

If repeated incidents of the above actions produce no improvement in the student’s behaviour, then the student should be referred to Major

<table>
<thead>
<tr>
<th>Major Behaviours Possible Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suspension in line with Queensland Department of Education, Training and The Arts Policy SMS-PR-021: Safe, Supportive and Disciplined School Environment</td>
</tr>
<tr>
<td>Individual Behaviour Support Plan</td>
</tr>
<tr>
<td>Referral to/consultation with the Principal</td>
</tr>
<tr>
<td>Police notification</td>
</tr>
<tr>
<td>Recommendation for exclusion or Behaviour Improvement Condition in line with Queensland Department of Education, Training and The Arts Policy SMS-PR-021: Safe, Supportive and Disciplined School Environment</td>
</tr>
<tr>
<td>Recess or after-school detention</td>
</tr>
<tr>
<td>Parent contact</td>
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<tr>
<td>Interagency referral</td>
</tr>
<tr>
<td>Restorative mediation between parties involved</td>
</tr>
<tr>
<td>Re-entry meeting upon return from suspension</td>
</tr>
</tbody>
</table>

* When determining consequences, individual circumstances will always be considered.
* Mary Valley State College has a zero tolerance policy on bullying. All bullying is a major behaviour. Please see the attached Anti-bullying Policy for more details.
* When a student is on suspension the parent/carer is responsible for their child and the student must not attend the school whilst on suspension.
Applying Disciplinary Consequences

To support principals and school staff to enact disciplinary strategies a number of resources are available:

- The **Code of School Behaviour** outlines the standards of behaviour expected of students and the responsibilities of parents, schools, principals and senior State School staff in promoting positive learning environments.
- The **Safe, supportive and disciplined school environment procedure** describes the Department’s procedure to guide principals to enact the current legislation.

**Applying disciplinary consequences**
**The Principal or Director-General (or delegate):**

- undertakes an assessment of the behaviour, the level of risk and the appropriate level/type of disciplinary consequences to be applied
- takes into account a student’s individual circumstances, such as the student’s behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements
- considers if another disciplinary strategy or consequence would be more appropriate
- documents disciplinary consequences in the individual student record
- takes account of the following requirements
  - the principle of procedural fairness applies in all decision making
  - the grounds for suspending or excluding a student apply to all students, including mature aged students
  - the conduct of a student includes an omission to perform an act by the student
  - the conduct of a student may be a ground for suspension or exclusion, even if the conduct does not happen on school premises, or during school hours
  - an offence includes an act or omission committed outside of Queensland that would be an offence if it were committed in Queensland
  - if it is inappropriate to provide the notice directly to the student (e.g. due to a student’s young age or disability), the student notice is included with the parent notice. If it is inappropriate to provide the notice to the parents (e.g. if the student is living independently or is over 18 years of age), the notice is only provided to the student.

Submissions may be made to review 11-20 day suspensions, exclusions and cancellations of enrolment and to revoke a permanent exclusion on each 12 month anniversary of the exclusion decision until the student turns 24.

**Suspensions (1 – 10 days, 11-20 days)**
**The Principal:**

- considers whether behaviour constitutes one or more of the following grounds under s.282 of the EGPA
  - 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
- gives the student and parent the opportunity to consider the relevant evidence
- gives the student and parent the opportunity to discuss the allegations and respond if they choose
- verbally notifies the student and parent of the suspension and the date on which it will commence
- is mindful of the school’s duty of care and takes reasonable steps to ensure that parents have made appropriate arrangements prior to the student leaving the school grounds
- either: prepares a decision notice on the approved form for 1-10 day suspensions and gives it to the student and parent as soon as practicable; or prepares a decision notice on the approved form for 11-20 day suspensions, including details about making a submission to the Director-General or delegate, and gives it to the student and parent as soon as practicable
- takes reasonable steps to arrange for the student to access an educational program to allow the student to continue with their education whilst suspended
• appoints a school staff member as the contact for the suspended student
• ensures the suspension is completed in the current school year
• responds to any request from the Director-General or delegate for information if a
  submission is made (for 11-20 days suspensions only).

Suspensions (charge related)
The Principal:

• considers whether the student’s behaviour constitutes one or more of the following
  grounds under s.282 of the EGPA
  ○ the student is charged with a serious offence (as defined in the Commission for Children
    Young People and Child Guardian Act 2000);
  ○ the student is charged with an offence, other than a serious offence and the principal is
    reasonably satisfied it would not be in the best interests of other students or staff for
    the student to attend the school while the charge is pending
• gives the student and parent the opportunity to consider the relevant evidence
• gives the student and parent the opportunity to discuss the allegations and respond if
  they choose
• verbally notifies the student and parent of the suspension and the date on which it will
  commence
• is mindful of the school’s duty of care and takes reasonable steps to ensure that parents
  have made appropriate arrangements prior to the student leaving the school grounds
• ensures a regional case manager is allocated through OneSchool
• prepares a notice on the approved form in OneSchool, including details about making a
  submission to the Director-General or delegate and gives it to the student and parent
  as soon as practicable
• takes reasonable steps to arrange for the student to access an educational program or a
  school of distance education to allow the student to continue their education whilst
  suspended
• responds to any request from the Director-General or delegate for information if a
  submission is made
• as soon as the charge is dealt with
  ○ decides to propose to exclude the student and moves directly to the proposal to exclude
    process; or
  ○ decides not to propose to exclude the student and prepares a notice on the approved
    form in OneSchool stating that the suspension has ended.

Note: The EGPA provides that the principal may decide to end the suspension on a day before the charge is dealt
with if the principal, after considering all the information and the risks, is satisfied that it would appropriate for the
student to attend the school while the charge is pending. If so, the principal must tell the student about the decision
and give the student a notice on the approved form about the decision.

Submission against an 11-20 day suspension or charge related suspension
The Director-General (or delegate):

• gathers any additional information required to address the points raised in the
  submission and provides de-identified copies of any relevant new materials that were
  considered to the student and/or parent to allow them to consider the material and to
  provide a response
• confirms, varies, or sets aside the decision to suspend the student following
  consideration of the submission, investigation report and any other relevant information
  provided
• informs the student, principal and parent of the decision as soon as practicable
• prepares a decision notice on the approved form and sends a decision notice to the
  student, parent and principal, as soon as practicable.

Exclusion: Principal
The Principal:

• considers exclusion only if suspension is inadequate to deal with the student’s
  disobedience, misbehaviour, conduct or risk
• considers whether the student’s behaviour constitutes one or more of the following
  grounds under s.282 of the EGPA
  ○ 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
ensures a regional case manager is allocated through OneSchool
gives the student and parent the opportunity to consider the relevant evidence
verbally notifies the student and parent of the suspension and the date on which the suspension will commence
is mindful of the school’s duty of care and takes reasonable steps to ensure that parents have made appropriate arrangements prior to the student leaving the school grounds
creates a suspension with a proposal to exclude notice on the approved form in OneSchool and provides the notice to the student and parent as soon as practicable
takes reasonable steps to arrange for the student to access an educational program to allow the student to continue their education
decides whether to exclude or not exclude, within 20 school days after giving the student the proposed exclusion notice
creates a notice on the approved form in OneSchool outlining the decision to exclude or not exclude and provides details about the right to make a submission to the Director-General or delegate and immediately notifies the student, their parent and regional case manager.

Suspension or Exclusion: Director-General exercising the power of the principal
The Director-General (or delegate):

follows the same process as the principal if exercising the principal’s power to suspend or exclude.
Exclusion: Director-General – certain state schools or all state schools
The Director-General:
considers whether exclusion by the principal under Part 12, Division 3 of the EGPA (https://www.legislation.qld.gov.au/LESLITN/CURRENT/EdA/GenPrA06.pdf) is inadequate to deal with the disobedience, misbehaviour, conduct or risk
considers whether the behaviour constitutes one or more of the following grounds under s.299 of the EGPA
persistent disobedience
misbehaviour
conduct that adversely affects, or is likely to adversely affect, other students
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 Director-General 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
gives the student and parent, if appropriate, the opportunity to view the relevant (de-identified) materials being considered and to respond to the allegations
ensures a regional case manager is allocated
verbally notifies the student and parent of the suspension pending exclusion and the date on which the suspension will commence
creates a suspension with proposal to exclude notice on the approved form and provides the notice to the student and parent as soon as practicable
contacts OneSchool to request a Director-General flag is added to OneSchool if the decision is to suspend with a proposal to exclude
takes reasonable steps to arrange for the student to access an educational program to allow the student to continue their education
considers any submission made by the student or parent against the proposal to exclude
within 30 school days after giving the student the proposed exclusion notice, decides whether to exclude or not exclude
creates a notice on the approved form outlining the decision to exclude or not exclude the student and details about the right to make a submission to the Director-General or delegate (where appropriate)
as soon as practicable, notifies the student, their parent and the regional case manager
contacts OneSchool to update the Director-General flag.
Submissions against a Principal's or the Director-General's decision to exclude
The Director-General (or delegate):

- gathers any additional information required to address the points raised in the submission and provides de-identified copies of any relevant new materials that are being considered to the student and/or parent and provides an opportunity for them to respond to the material
- makes the decision to confirm, amend, or set aside the decision to exclude the student and creates a decision notice within 40 school days after receiving a submission
- informs the student, principal, case manager and parent of the decision as soon as practicable and gives a notice to the excluded student, the principal and the parent within 7 days after telling the excluded student about the decision.

Periodic review of submissions against permanent exclusion
The Principal, Director-General (or delegate):

- gathers any additional information required to address the points raised in the submission and provides de-identified copies of any relevant new materials that were considered to the student and/or parent and provides an opportunity for them to respond to the material
- makes a decision within 40 school days of receiving a submission to either
  - revoke: if the disobedience, misbehaviour or other conduct is unlikely to recur if the student was allowed to attend the school or schools; if the student's attendance at the school or schools no longer poses an unacceptable risk to the safety or wellbeing of other students or staff; or it would no longer not be in the best interests of other students or of staff for the student to be enrolled in the school or schools
  - not revoke the decision to exclude the student
- gives written notice to the student, principal, parent and regional case manager of the decision.

7. Network of student support

Students at Mary Valley State College are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour support by:

- Parents
- Teachers
- Support Staff
- Head of Department
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Engaging Early Learners - Positive Learning Centre Staff
- Senior Guidance Officer
- School Chaplain/Student welfare worker
- School Based Police Officer
- School Based Youth Health Nurse
- Youth Support Coordinator.

External 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 Services)
- Police
- Local Council
- Neighbourhood Centre
- Others relevant to Mary Valley State College.

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.

**Mary Valley State College** considers the individual circumstances of students when applying support and consequences by:

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

### 9. Related legislation

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

### 10. Related policies and procedures

- Statement of expectations for a disciplined school environment policy
- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems
Managing Electronic Identities and Identity Management
Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
Temporary Removal of Student Property by School Staff

11. Some related resources

- Bullying. No Way!
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses

Endorsement

Principal

P&C President / School Council President

Effective Date: 1 January 2016 – 31 December 2018
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, MP3 players or electronic toys to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in disciplinary action.

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.

Repeated breaches of this prohibition may result in discipline or longer lengths of confiscation and the device will only be returned in the presence of a parent.

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 stored securely in the office for collection after school.

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

We uphold the value of trust and the right to privacy at Mary Valley State College. 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.

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'. 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 disciplinary action (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.

*Sending of threatening or demeaning messages by SMS, Email, and Internet will be treated as a major infringement.*

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.

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.

Students wishing to contact parents/carers
Students wishing to contact parents during school hours they should contact the office and if the reason is deemed reasonable the student will be able to use the school phone. Parents wanting to contact student can ring the school. A message will be passed on or if necessary the parent can talk directly to the student.

*Personal Technology Devices includes, but is not limited to, games/toy devices (such as Portable gaming devices, Tamagotchi®, laptop computers, PDAs, Blackberries®, 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.*

*Education Queensland 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 Cyber bullying)

We are Safe
We are Responsible
We are Respectful
We are Proud Learners

Purpose

1. MVSC 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 MVSC. 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 of supporting all students.

3. Bullying behaviours that will not be tolerated at MVSC 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 MVSC there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.
Rationale

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.

The anti-bullying procedures at MVSC 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. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

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 school wide 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 all forms of bullying.

- All students know the 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.

- Our social skilling programs of the anti-bullying process consist of lessons taught by all teachers in all classrooms.

- MVSC uses behavioural data for decision-making. This data is entered into our One School database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process to make any necessary adjustments,
Bullying Intervention Flowchart

All physical bullying incidents are referred directly to ADMINISTRATION

NB:- All Bullying Incidents must be recorded on Oneschool.

STUDENT
Victim / Bystanders give Bully clear 'STOP' Message

Bullying stops

Bullying continues

STUDENT
Victim reports bullying to Teacher (class or playground duty)

Bullying stops

Bullying continues

TEACHER
Teacher monitors & intervenes if necessary

Bullying stops

Bullying continues

ADMINISTRATION may:
- Conduct a no-blame discussion with students involved (mediation interview)
- Contact parents / Family meetings
- Impose detentions / Community service
- Suspend / Recommend for Exclusion (in severe cases)
- Request a formal contract
Some related websites

School Wide Positive Behaviour Support

Alannah and Madeline Foundation
http://www.amf.org.au/AboutUs/

BOUNCE BACK!

FRIENDS for Life
www.friendsinfo.net/index.html

Friendly Schools and Families Program

Kids Helpline

MindMatters

ReachOut
http://au.reachout.com

National Centre Against Bullying
http://www.ncab.org.au/about/

National Safe Schools Framework

You Can Do It!
www.youcandoit.com.au
APPENDIX 3:

Entering Behaviour Incidents (including Positive Behaviours) on Oneschool

Behaviour Incident Recording:

Positive Behaviour Recording:
APPENDIX 4:
BEHAVIOUR INTERVENTION & REFERRAL

MINOR
Behaviours

MAJOR
Behaviours

BULLYING
Behaviours

✓ Differentiation Strategies
  o Content
  o Product
  o Process
  o Environment

✓ Behaviour Management Tools/Strategies
  o Establishing Expectations (ESCM 1)
  o Giving Instructions (ESCM 2)
  o Waiting & Scanning (ESCM 3)
  o Cueing with Parallel Acknowledgement (ESCM 4)
  o Body Language (ESCM 5)
  o Descriptive Encouraging (ESCM 6)
  o Selective Attending (ESCM 7)
  o Redirecting Learning (ESCM 8)
  o Giving A Choice (ESCM 9)
  o Following Through (ESCM 10)
  o Use traffic light system of warning

SCHOOL COMMUNITY
1. Victim tells Bully to STOP
2. Victim reports to Teacher
3. Teacher to monitor/intermediate and report to ADMIN if bullying behaviour is evident
4. ADMIN may:
   - Conduct a no-blame discussion with students involved.
   - Conduct mediation interview
   - Request signing of a formal contract
   - Contact parents
   - Family meetings
   - Detain
   - Require community service
   - Suspend
   - Recommend exclusion (where bullying is so severe that the safety/well-being of a student cannot be guaranteed)
5. ADMIN will notify all teachers of bullying and the course of action

ADMINISTRATION
APPENDIX 5

Protocols for “Buddy Class” and HOD/Principal Referral

➢ Process for Referral to a Buddy Class or HOD:

Minor Behaviours
(see example minor/major behaviours table)

1. Use traffic light system of warnings.
2. If moving to red then send students to Buddy Class
3. Remove - Send student with slip and appropriate work to buddy class (use a reliable student/teacher aide to escort if needed)

Major Behaviours
(see example minor/major behaviours table)

- significantly violate the rights of others
- put others / self at risk of harm

1. Refer to HOD/ADMIN

➢ Expectations in Buddy Class:
- Student must work quietly without disruption or inappropriate behaviour in the buddy class.
- Inappropriate behaviour in a buddy class should be referred to the HOD

➢ Follow up:
- Student will report back to teacher after ten minutes.
- Record on Oneschool
- What action needs to be taken? Detention / Phone call home / complete white slip.
- Students who are moved to orange level 5 times in a week - contact home by phone

RETURN SLIP
(Buddy Class Teacher / HOD/ Principal to complete)

Time returned: __________________________

BEHAVIOUR: [Thumbs up] [Thumbs down]

CLASSWORK: [Thumbs up] [Thumbs down]

Buddy Teacher/ HOD/ Principal: __________________________ Sign: __________________________

TEACHER FOLLOW UP (Class Teacher to complete) Record on Oneschool

- Individual Conference
- Change Seat/Position
- Apology
- Buddy/Remove next lesson
- Detention
- Community Service
- Contact Parent/s
- Refer to Admin

REFERRAL SLIP

Buddy Class (Minor)  HOD/Principal (Major)

Student Name:

Location: Classroom  Playground  Oval  Computer lab  Library  Music  NMB  Bus  Toilet

Motivation: Obtain Peer Attention  Obtain Adult Attention  Obtain Tangible Object  Obtain Activity or Event  Obtain Sensory Stimulation  Escape/ Avoid Peer Attention  Escape/Avoid Adult Attention  Escape/Avoid Tangible Object  Escape/Avoid Activity or Event  Escape/Avoid Sensory Stimulation

Behaviours: Disruption  Defiant/threats to adults  Non-compliant/refusal  Verbal misconduct  Physical misconduct  Property misconduct  Misconduct involving an object  Threats to others  Bullying  Lying/cheating  Substance misuse/abuse  Truanning  Other prejudicial to good order

Teacher Actions: Acknowledge good behaviour, Warning  Time Out  Non-verbal cues  Proximity  Parallel praise  Positive redirection  Tactical ignoring  Correction statements  Isolation  Detention  Buddy Class  Contact parent

Brief description of behaviour: __________________________

Teacher: __________________________ Sign: __________________________
APPENDIX 6: Incident Response when ADMIN are Unavailable

- **Minor** incidents are managed using the ESCM and traffic light system (Refer to Buddy Class/ADMIN Referral Protocols).
- **ONLY Major** incidents are referred directly to Administration/ nominated alternative.

**Can the student be Buddied with a teacher/class until Admin returns to school?**

**YES**
*If necessary, follow-up with Admin upon their return.

**NO**
*Safety Risk to others/self.
*Behaviour affects the good order of the school.

**Behaviour Escalates**

**Buddy ACROSS School**
- Call and arrange with proposed buddy class
- Arrange independent work
- Escort student to Buddy Class
- Record on Daily Attendance sheet
- Ensure class work is completed

**Behaviour Escalates**

**Contact the Office**
320/330 IMMEDIATELY to seek advice from Admin on situation
(Office staff will contact Admin off-campus)

**WAIT for Admin DIRECTIVE**
The Office will feedback Admin advice to staff.

**FOLLOW UP**
Teacher to enter on Eschool & Admin will Action the incident.
APPENDIX 7:

Physical Intervention Debriefing Report

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

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

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

Debriefing should provide information on:

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

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

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

Questions for staff

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

Questions for student

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

For students who have language or communication difficulties the debriefing process will need to modified to accommodate their specific receptive and expressive needs.
WORKING TOGETHER TO KEEP
MARY VALLEY STATE COLLEGE SAFE

We can work together to keep knives out of school. At Mary Valley State College:

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

What kinds of knife are banned?

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

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

What will happen if I bring a knife to school?

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

How can I help to keep Mary Valley State College 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.
Acceptable Use of
Personal Technology Devices

Preamble:
Computer usage and Internet access is a privilege at Mary Valley State College, not a right. It is recognised that most students will wish to use the Internet for research work and gaining information to present assignments. We endeavour to ensure that all students have the basic skills to operate the computers available to them, and to do so responsibly. Students will have access to the computers and devices during class time and during lunch times if supervised.

GENERAL EXPECTATIONS:
♦ Students are to keep their files on their own network area
♦ Students must not give their password to another student.
♦ Files found on workstation drives will be deleted.
♦ Students found interfering with other students' files or computers/technology devices will lose their computer privileges.
♦ Students must access the network and Internet through their own passwords and usernames. This will allow accurate monitoring of computer/technology devices, printing and internet usage of the machine or the Internet.
♦ Computer/technology devices use is for educational use only.
♦ Additional restrictions may be enforced on classes or individual students by teachers.
♦ If, on start-up, your machine shows a virus - report this information to your teacher immediately.
♦ Computer technology must not be used for cyber bullying of fellow students or staff. Any incidents will be dealt with under the Responsible Behaviour Plan for Students.

INTERNET EXPECTATIONS:
1. Internet access will only take place under teacher supervision.
2. Students using their individual usernames and passwords we will be able to monitor sites visited.
3. No attempts are to be made on school equipment to access inappropriate material.
4. The Internet is a public space, we expect our students to exhibit the same high standards there as they are expected to display in other public spaces.
5. As with other public spaces, there are potential dangers, so we will expect our students to follow sensible security guidelines;

ADDITIONAL POINTS:
♦ Information on the Internet is subject to copyright just as any other written material. If you use Internet material in an essay or assignment, it should be properly acknowledged or you are guilty of plagiarism - theft!
♦ Not only is written material subject to copyright; graphics, pictures and other art work is equally subject to copyright, and you should not steal images any more than you would steal anything else that belongs to someone else.
♦ All students will be issued with an internet password and internet time. Once that money is spent the individual must pay personally for further printing.
Laptop Expectations for Students

Breaches of the Laptop Expectations for Students will result in disciplinary consequences under the Mary Valley State College Responsible Behaviour Plan for Students.

1. The School's **Network, Internet Usage and Electronic Policies** apply when accessing the internet and using the Laptop i.e. no music headphones in class.

2. In class, use the Laptop for **class work only** and **follow instructions** given by your teacher (e.g. “Screens down and listening, thank you. ...”).

3. The formatting of files and documents should follow the conventions of the subject i.e.

4. **Account name** and **password** must be kept private.

5. The **security** and **care** of the Laptop are your responsibility whilst at school. Respect other student Laptops.

6. All files must be appropriately saved in the ‘**My Documents’ folder** (H: Drive) on your Laptop. **Backing-up** data is your responsibility.

7. All software installed on the laptop must have a legitimate **software licence**.

8. The Laptop and/or internet access **must not** be used:
   - for any illegal, pornographic, fraudulent or defamatory purposes;
   - for bulk transmission of unsolicited electronic mail;
   - to send or cause to be sent any computer worms, viruses or other similar programs;
   - to menace or harass another person (or use in a way that would be regarded by a reasonable person to be offensive);
   - to transmit any harassing, obscene, indecent, offensive, or threatening material or emails;
   - to reproduce, distribute, transmit, publish, copy or exploit any material that constitutes an infringement of any intellectual property rights (such as copyright) of a third party; or
   - in a way that violates any laws, such as privacy laws.
# APPENDIX 10: Referral for Service

## Request for Assistance

**Date:** ________________  
**Teacher/Team:** __________________

**Student Name:** ________________  
**Grade:** __________  
**ICP Yes / No** ____________________

---

### Teacher Colour Codes

*When needed, all teachers that are involved with teaching this student complete this form.*

(please write your name on the colour pen/font you are using to fill out the form)

<table>
<thead>
<tr>
<th>Blue:</th>
<th>Black:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Green:</td>
<td>Red:</td>
</tr>
<tr>
<td>Purple:</td>
<td>Pink:</td>
</tr>
<tr>
<td>Orange:</td>
<td>Yellow:</td>
</tr>
</tbody>
</table>

---

### Situations | Concerns | Problem Behaviours | Expected Behaviours
---|---|---|---

---

1. **Check the areas of concern**

<table>
<thead>
<tr>
<th>Academic</th>
<th>Problem Behaviours</th>
<th>Communication</th>
<th>Personal Care</th>
<th>Health</th>
<th>Contributing Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>________________</td>
<td><em>Language</em></td>
<td><em>Dressing</em></td>
<td>_<em>Visual</em></td>
<td><strong>Curriculum</strong></td>
</tr>
<tr>
<td>Maths</td>
<td>________________</td>
<td><em>Fluency</em></td>
<td><em>Hygiene</em></td>
<td><strong>acuity</strong></td>
<td><strong>Trauma</strong></td>
</tr>
<tr>
<td>Spelling</td>
<td>________________</td>
<td><em>Articulation</em></td>
<td><em>Organisation</em></td>
<td><strong>Visual</strong></td>
<td><strong>Personal</strong></td>
</tr>
<tr>
<td>Writing</td>
<td>________________</td>
<td><em>Voice</em></td>
<td><em>Glasses</em></td>
<td><strong>tracking</strong></td>
<td><strong>loss</strong></td>
</tr>
<tr>
<td>Study skills</td>
<td>________________</td>
<td><em>ESL</em></td>
<td><em>Other</em></td>
<td><strong>Hearing</strong></td>
<td><strong>Anxiety</strong></td>
</tr>
<tr>
<td>Organisation</td>
<td>________________</td>
<td>_Other:</td>
<td>_Other:</td>
<td><strong>Physical</strong></td>
<td><strong>Peers</strong></td>
</tr>
<tr>
<td>Other:</td>
<td>________________</td>
<td></td>
<td></td>
<td><strong>Seizures</strong></td>
<td><strong>Family</strong></td>
</tr>
</tbody>
</table>

---
2. Checklist of Tier 1

- MVSC Matrix large copy visible in the room and referred to when stating expectations
- Weekly lessons Are being taught and referred back to when necessary
- Traffic light Chart Are you consistently using the class chart
- Communication with home by phone call/white slips and 5 or more orange
- Safe, Respectful and Responsible display charts on display and being used
- Samples work samples from SWPBS lessons displayed in the room
- Yellow Referral Slip Are you filling out the slip for buddy class and admin referrals
- OneSchool Have you entered all referrals of major incidents as well as 3 or more repeated minors
- Hi 5's being used consistently
- Positives maintaining a high percentage
- ESCM making use of class management strategies

3. Check the strategies tried so far and circle those that were effective

| General Review | Individual close talk discussion with student use of non-verbal cues cueing with parallel acknowledgement Catch kids being good and cue a student that is not doing the right thing. | Verbal redirecting to learning e.g. What is the answer to question 4 Mark? Expectations clarified/restated | Other: |
| Review file | Talk with parents | Talk with previous teacher | Seek peer help | Classroom profile |

| Modify Environment | Modify Presentation | Modify Curriculum/ homework | Modify Expectations |
| Visual prompts e.g. visible routine/list tasks and steps to follow | Pre-teach | Change task size | Group product |
| Personalised visual prompts | Small group tasks | Change colour | Individual product |
| Changed seating e.g. different spot in room/closer to the board | Individual tasks | Provide computer | Make it easier |
| Provided quiet space to work E.g. an area in the room away from others | Give extra practice | Provide calculator | Give more time |
| Encouraged work breaks E.g. toilet break/taking a folder to another teacher (organise with the teacher beforehand that anytime Rob turns up with something it is just a work break, the teacher takes the folder and student returns later to collect it) | Guided practice | Use visuals/ manipulatives | Tutor/mentor |
| Provided larger space E.g. may need to sit away from others or only have another student on one side. | Provide help to begin task | Simplify instructions | Alternative response |
| | Change pacing i.e. speed | Provide a model | | |
| | Give extra feedback | Use of ICT E.g. word | | |
| | Vary materials | talk/Dictaphone/IPAD | | |
| | Increase | Other: | | |
| | Instructional time | | | |
| | Planned positive reinforcer | | | |

Please list the
4. Check the consequences you have tried

<table>
<thead>
<tr>
<th>Loss of privileges</th>
<th>Note or phone call home</th>
<th>Individual meeting with student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buddy Class</td>
<td>Meeting with Parents/Guardian</td>
<td>Other?</td>
</tr>
<tr>
<td>Referral to Admin</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Please answer the following questions

When is the problem behaviour(s) most likely to occur? (e.g. frequency, when, where, with who)

Is the behaviour likely to occur with particular features of the physical environment (e.g. noisy, large group)?

Is the behaviour likely to occur with features of the routine (e.g. change of routine, eating, playground, or subject)?

Is the behaviour likely to occur with medical or physical factors (e.g. hungry, tired, heat)?

What do you think the student may gain/avoid from the problem behaviour?

Comments:

________________________________________

________________________________________

________________________________________

Team Decision:
Referral to a different team for assessment (Learning Support, OT, SLP, Behaviour Profile Etc.).

Formation of an action team to conduct a Functional Behaviour Assessment and develop a plan of support.

Some suggestions regarding interventions to try (attach copies of suggestions with an explanation of each).

- 
- 
- 
- 

5. Date for follow-up: ____/____

Suggested Texts to use as a resource (available from the S. Ed);

- Zones of Regulation
- Kids Skills (Superhero Characters)
- Differentiation in Practice (A guide for differentiating Curriculum) good ideas for adjusting curriculum and homework tasks
- The Highly Engaged Classroom — strategies to use in the classroom
- Inspiring Elementary Learners — Nurturing the Whole Child in a Differentiated Classroom
- Differentiation for Real Classrooms — making it simple, making it work
- Teaching Special Students
- Group Games – Social Skills
- Bullying in a Cyber World – black line masters and lessons
APPENDIX 11:

Mary Valley State College
RE-ENTRY PLAN — *******
YEAR **

The following guidelines provide information regarding *****'s re-entry into MVSC.

These 'Codes of Conduct' and 'Behaviour Expectations Matrix' have been developed to ensure the rights of all at this school are protected.

Our basic guidelines are:
➢ All students have the right to learn and interact in a safe and friendly environment.
➢ Teachers have the right to teach and
➢ All students and staff must show and be shown respect.

The following behaviours have been displayed by ***** and are considered inappropriate at this school:

•
•
•

*****'s plan for re-entry will be:

•
•
•
•

Principal

Parent
APPENDIX 12:

Individual Student Behaviour Management Plan

* The individual circumstances of each case will be taken into account when deciding and applying consequences of behaviour.

**ACKNOWLEDGEMENT PLAN**

**INDIVIDUAL STUDENT BEHAVIOUR MANAGEMENT**
Names:
Date:

**RESTITUTION PLAN**

**CRISIS PLAN**
In the event of a major incident or an action which places Bradley or his classmates in a dangerous situation:

**CORRECTION PLAN**

**COOPERATIVE?**

**SUPPORT PLAN**
Class Teacher / BST / Admin

**STUDENT MANAGEMENT**

**SAFE? MANAGEABLE? YES**

**NO**

**APPROPRIATE?**

**YES**

**NO**

**Special Considerations**
APPENDIX 13:

MARY VALLEY STATE COLLEGE

EMERGENCY LOCKDOWN PROCEDURE

Reasons for an Emergency Lockdown could be many: Aggressive person/animal; storm; medical emergency etc.

ALARM: INTERMITTENT sounding of the bells.

PROCEDURES (in principle)

Notify Admin immediately in case of an emergency requiring a lockdown.

DURING CLASS TIME

1. As soon as the alarm bells are sounded, get all people near your room in the building and lock the doors and windows – especially those easily accessible from the outside (e.g. near paths) by the danger.
2. Students should:
   a. Remain quiet and calm
   b. If necessary sit on the floor, away from windows and doors that are easily accessible by the danger
3. Teachers should:
   a. Take responsibility for the people under their supervision
   b. Encourage people to stay calm and quiet
   c. Report any eye-witness account directly to the police / admin if possible
   d. Stay off the school phones as much as possible
   e. If you are supervising students not in your roll class, let their class teacher know if it is safe and practical to do so.

DURING BREAK TIME

1. Teachers should direct students to the closest safe building or areas away from the danger.
2. Students should generally go to the nearest safe room with adult supervision that is not in the direction of the danger.

ALL CLEAR

- Once the threat of danger is over, Admin will personally give staff the ‘all clear’.
- Do not assume the ‘all clear’ is given just because the bells stop ringing. (The bells may be turned off to alleviate the emergency situation.)

FIRST AID

Advise Admin if First Aid is a priority.

IMPORTANT POINTS TO REMEMBER

- Treat Lockdown drills as the real thing. An alarm could be sounded at any time without warning.
- People’s safety is paramount – especially those under your immediate supervision.
- Teach your students/volunteers our emergency procedures at the start of each year.
- These emergency procedures are principles that should be considered in the case of an emergency. Specific actions will need to be determined at the time in the light of the actual danger.
APPENDIX 14:

MARY VALLEY COLLEGE

STUDENT APPEARANCE POLICY

This policy identifies allowable items of clothing, jewellery and body adornment; items not listed are not part of the uniform and are not to be worn to or at school.

Mary Valley State College (MVSC) prides itself on the appearance of its students. We believe that adhering to the expectations surrounding appearance demonstrates engagement with the Safe, Respectful and Responsible behaviour goals that are held for, and by, all students at MVSC.

This belief, in association with the advice of students and parents associated with the P and C, has led to the formation of the following policies:

- Uniform;
- Jewellery and Body Adornment;
- Hair colour and
- Make-up.

UNIFORM

The accepted uniforms are pictured below – please note that socks must be white, navy blue or black and shoes must be predominantly black and fastened by either laces or Velcro. Slip-on shoes are not permitted.

- Mary Valley State College Polo.
- Navy shorts or skort.
- White, Navy Blue or Black Socks
- Predominantly Black Shoes
- Broad brimmed or Bucket hat. Suitable hats are available for purchase from the school office.
Winter Uniform (casual)

- As per summer uniform
- Navy track pants (rugby & fleecy knit)
- Plain Navy jumper or windcheater with NO branding or logos other than that associated with Mary Valley College. This may be in either a pullover or cardigan style.
- Navy, Matte black tights or flesh coloured stockings, worn with shorts or skort and of a plain style, for girls.

<table>
<thead>
<tr>
<th>GIRLS' WINTER UNIFORM</th>
<th>UNISEX WINTER UNIFORM</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>FORMAL</th>
<th>FEMALE</th>
<th>MALE</th>
</tr>
</thead>
</table>
The wearing of the FORMAL UNIFORM is strongly recommended at ceremonies and other functions where students are representing the school.

Students out of uniform are required to bring an explanatory note to school. They are to present the note to the office of either campus upon arrival. Students will then be issued with a “uniform pass” and will to remain in a designated out of uniform area at the recess breaks. This practice is in place to aid staff in identifying outsiders from our students.

Students presenting without a note may be requested to change into “loan” uniforms. Students who have this request made of them are required to comply. Failure to comply will be regarded as a breach of our behaviour policy and will be dealt with accordingly. These uniforms are washed after each loan.

Once students make the decision to attend school out of uniform they are required to adhere to the school procedures. The option to say “I’ll take it off” when confronted about uniform adherence will not result in students avoiding the consequences associated with making the choice to wear an incorrect uniform.

JEWELLERY and BODY ADORNMENT.
Students are permitted to wear:
- A watch
- Two (2) sleepers or studs in each ear
- A small ring

Items of religious, cultural or health significance will be permitted with parental consent and the permission of the Principal.

All other items, and methods, of jewellery and body adornment are NOT permitted and students will be asked to cover or remove these items or designs and in the case of jewellery, surrender them to the staff member involved. Staff will follow the guidelines relating to confiscating banned items from this point on.

Persistent defaulters will be required to negotiate the return of their items with either the Head of Department of the Senior Campus or the Principal.

HAIR COLOUR
Attending school with hair dyed unnatural colours is not permitted.

The decision regarding “unnatural” will be made by solely by the school administration team. These students will be requested to have their hair returned to a natural colour before they return to school.

It is therefore strongly advisable to use non-permanent hair colouring if an unnatural hair colour is necessary for an activity.
MAKE-UP

Students are not permitted to wear make-up to school except for foundation which incorporates sunscreen and a clear lip gloss.

Students who are seen to be wearing other make-up will be required to remove it. Failure to comply will be considered a breach of the uniform policy and dealt with according to our behaviour policy.

APPENDIX 15:

MVSC Anti-Drug Policy
(Tobacco, Alcohol & Illicit Drugs)

It is against Government Policy for any person to smoke on or possess alcohol or illicit drugs on school property. Therefore: