Minden State School

Behaviour Plan for Students

based on The Code of School Behaviour

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

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

2. Consultation and data review
A review of the following important data sets for this school relating to attendance, unexplained absences, suspensions and exclusions, behaviour incidents, inappropriate online behaviour also informed the development process.

This plan was endorsed by the Principal, P&C President and Metropolitan Lead Principal in 2018 and will be reviewed in 2021 as required by legislation.

3. Learning and behaviour statement
All areas of Minden State School are learning and teaching environments. We consider the Responsible Behaviour Plan to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs.

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

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

- I am Responsible  
- I am Respectful  
- I am Ready to Learn

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

Universal Behaviour Support
The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Minden State School, we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent inappropriate behaviour and provide a framework for responding to unacceptable behaviour.

Based on the school’s motto – Aim for the Best- are three universal behaviour expectations:
- I am responsible
- I am respectful
- I am ready to learn

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

<table>
<thead>
<tr>
<th>All Areas</th>
<th>Classroom</th>
<th>Playground</th>
<th>Toilets</th>
<th>Bus / gate</th>
<th>Travelling to and from school</th>
<th>Sports and excursions</th>
<th>Lining up</th>
<th>In an audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keep hands and feet to myself</td>
<td>Use equipment safely</td>
<td>Use equipment carefully</td>
<td>Wash my hands carefully</td>
<td>Right place at the right time</td>
<td>Be a quiet traveller</td>
<td>Remain with the teacher/coach/group buddy</td>
<td>Right place, right way, right time</td>
<td>Remain with my class</td>
</tr>
<tr>
<td>Right area at the right time</td>
<td>Remain in the classroom</td>
<td>Be sun-smart, wear a hat and shoes</td>
<td>Enter and exit quickly and quietly</td>
<td>Sit patiently, wait for an adult to collect you</td>
<td>Observe stranger danger</td>
<td>Follow adults' instructions</td>
<td>Keep to the left, stay quiet</td>
<td>Whole-body listening</td>
</tr>
<tr>
<td>Walk quietly around all paths and walkways</td>
<td>Walk into and out of all rooms</td>
<td>Play school-approved no contact games</td>
<td>Go during breaks, take a buddy in class time</td>
<td>Stay inside the fence, wait for an adult to collect you</td>
<td>Enter and exit the school via the unlocked gates</td>
<td>Be sun-smart</td>
<td>Keep hands and feet to myself, wait quietly</td>
<td>Acknowledge personal space</td>
</tr>
<tr>
<td>I am Responsible</td>
<td>Follow instructions first time, every time</td>
<td>Raise my hand to speak, take turns</td>
<td>Resolve issues with appropriate language and calmly</td>
<td>Acknowledge others’ privacy</td>
<td>Follow adults’ instructions</td>
<td>Wait at the bus stop quietly</td>
<td>Be polite, use appropriate language</td>
<td>Face the front</td>
</tr>
<tr>
<td>Use manners</td>
<td>Look at and listen to the speaker</td>
<td>Use the correct bins for rubbish: garbage and compost</td>
<td>Report issues directly to a staff member</td>
<td>Right place, right way, right time</td>
<td>Stay seated, stay quiet</td>
<td>Show enthusiasm and sportsmanship all the time</td>
<td>Low voices, stay in line</td>
<td>Pay attention to announcement s / questions</td>
</tr>
<tr>
<td>Care for personal and school property</td>
<td>Keep all belongings in good condition</td>
<td>Share equipment, take turns, be a role model for younger students</td>
<td>Keep the toilet block clean and tidy</td>
<td>Be polite and use manners when entering and exiting the grounds</td>
<td>Use only your own property</td>
<td>Care for the equipment and the venue</td>
<td>Two quiet lines, straight there, straight back</td>
<td>Show enthusiasm during presentation / awards</td>
</tr>
<tr>
<td>I am Respectful</td>
<td>Know the rules and expectations</td>
<td>Attempt all tasks, ask for help</td>
<td>Play by the rules of the game</td>
<td>Ask for permission to go to the toilet</td>
<td>Know where you are going after school</td>
<td>Arrive at school on time every day</td>
<td>Know the rules and play by them</td>
<td>Have all necessary equipment with you</td>
</tr>
<tr>
<td>Follow the rules at all times</td>
<td>Follow classroom routines</td>
<td>Play in assigned areas for your year level</td>
<td>Use toilets in an appropriate manner</td>
<td>Right place, right time (bus / gate / OSHC)</td>
<td>Be quiet and don’t distract the driver</td>
<td>Ask questions</td>
<td>Know where you are meant to be and where you are going</td>
<td>Whole-body listening</td>
</tr>
<tr>
<td>Know lockdown / evacuation procedures</td>
<td>Right place, right time</td>
<td>Use Bounce Back to resolve issues</td>
<td>Straight there, straight back</td>
<td>Report to the office if you are not collected by an adult</td>
<td>Follow Bus Code of Conduct</td>
<td>Have a go at all activities</td>
<td>Allow others to learn without interruption</td>
<td>Know the protocols for special assemblies / events</td>
</tr>
</tbody>
</table>

These expectations are communicated to students via a number of strategies, including:
- Visual displays in all public areas
- Explicit behaviour focus lessons conducted by teachers.
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.
- Consistent use of Minden behaviour expectations language.
- Parental reinforcement via School Newsletter
- School- wide Positive Behaviour Acknowledgement System
Minden State School implements the following proactive and preventative processes and strategies to support student behaviour:

- A dedicated section of the newsletter enabling parents to be actively and positively involved in school behaviour expectations
- School leadership members provide information to staff and parents, and support to others in sharing successful practices
- Comprehensive induction programs in the Minden State School Responsible Behaviour Plan for students delivered to new students as well as new and relief staff
- Individual learning plans developed with students, parents and relevant specialists (where appropriate) for students who have difficulty meeting the school’s expectations. The support plan provides a framework of positive behaviour expectations and actions to enable staff to provide consistent strategies and adjustments across all learning environments.
- Implementation of specific policies to address:
  - the use of personal property technology devices at school (Appendix 1) Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
  - procedures for preventing and responding to incidents of bullying (including cyberbullying and recording incidents for data collection) (Appendix 2)
  - procedures regarding the use or possession of weapons including knives and any other items that could be considered a weapon in school (Appendix 3).

**Reinforcing expected school behaviour**

At Minden State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. Minden State School follows the Positive Behaviour for Learning framework (PBL) and we use a reward system that positively recognises students who display the school’s rules and expectations. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

**Minden State School GOTCHA Tickets**

Students receive a GOTCHA ticket for following school expectations in the classroom and at play. GOTCHA tickets are deposited in a container in the Library and each fortnight the GOTCHAs are counted by student leaders and tallied. This information is passed on to staff and at times, to the school community. This data, (along with OneSchool data) is used to identify cohorts of the student population who are meeting behavioural expectations and to assess areas of concern. GOTCHA slips are never removed as a consequence for inappropriate behaviour.

At fortnightly assemblies 3 GOTCHA draws are made from the fortnightly collection – winners receive a small prize: a $2 voucher for the Tuckshop. At the end of term assembly, a major draw is conducted from all the GOTCHAs collected for the term. The winning students receive a major prize each.

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**“GOTCHA”**

**NAME:**

**CLASS:**

**DATE:**

**STAFF MEMBER:**

- I am responsible
- I am respectful
- I am ready to learn

Area.....
Responding to unacceptable behaviour
Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

Re-directing low-level and infrequent problem behaviour
When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour.

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

At Minden State School, the following classroom management process is used to address inappropriate behaviours and is referred to as the “Traffic Light” system:

Students commence each day on Green
- An infringement of the school rules results in a warning. (The teacher may engage in a re-direction process where the student identifies their inappropriate behaviour and names the expected behaviour)
- A second infringement results in the student being “placed” on yellow. Depending upon the context and specific behaviour displayed, the teacher may decide to send the student to Break Space – an area / table located in the classroom where the student waits until they are willing and able to comply. It is critical to support the student in a solution-focused manner when they re-join the class group.

The student may be directed to Buddy Class in another classroom for additional time out. The student returns to their classroom when they are deemed ready to learn without disrupting the teaching and learning environment.

If a student’s behaviour continues to infringe upon the rights of others, after they have returned to their classroom, the teacher will issue a Class Detention. This may be missing some playtime, participate in rubbish duty, completing work, discussion time etc.

Visuals detailing the process are displayed prominently in each class.

<table>
<thead>
<tr>
<th>Break Space</th>
<th>Buddy Class</th>
<th>Detention</th>
<th>After School Detention</th>
</tr>
</thead>
</table>

Definition of consequences*

Break Space | A member of school staff may use break space as a strategy for students to manage their own behaviour and to assist the student to calm down. During time out, the student is to be supervised and given an opportunity to re-join class in intervals of no more than 10 minutes.

Buddy Class | A teacher may use buddy class as a consequence for disobedience, misconduct, or other breaches of the school expectations. Time spent in buddy class should not exceed 20 minutes.

Detention | A member of school staff may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations. A detention is no more than 20 minutes during school lunch or 30 minutes after school (parent will be contacted before after school detention is imposed).

Temporary Removal of Property | A principal or staff member of Minden State School has the power to temporarily remove property from a student, as per the procedure Temporary Removal of Student Property by School Staff.
Targeted behaviour support:

**Restorative Practice**
Restorative practice is focussed on the development of people and in particular the required social and emotional skills to be able to develop, sustain and improve relationships.

One of the key elements is understanding that whatever actions we exhibit (positive and negative), they have an impact on others in some manner and to have effective relationships, we need to repair the harm caused when this interaction is negative.

RP utilises questioning approach to prompt the young person to reflect on their actions. This is achieved by accepting responsibility for their actions or behaviour choices, repairing the harm caused and trying to make better choices in the future.

If the discussion reveals that a student has behaved inappropriately, an entry is made into OneSchool as an official record with the student’s teacher and Principal receiving notification. Notification may be made to parents regarding the incident and the child’s involvement via phone call or electronic message.

Students displaying frequent unacceptable behaviour will be placed on a Behaviour Support Plan. This involves a range of stakeholders working together to develop a targeted support plan outlining behavioural expectations, specific support strategies for that child and possible consequences. All stakeholders are provided with a copy of the plan, which is then reviewed at regular intervals and amended if necessary.

**Intensive behaviour support**

Each year a small number of students at Minden State School are identified through our data as needing a little bit extra in the way of targeted behavioural support. In most cases, the inappropriate or unacceptable behaviour 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. Student behaviour is monitored through OneSchool data and followed up accordingly. 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.

Minden State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents/caregivers and other relevant specialist staff. The Learning Considerations Team:

- works with other staff members to develop appropriate behaviour expectations and strategies
- monitors the impact of support for individual students through continuous data collection
- provides consistent strategies and adjustments outlined within the support provisions, and
- works with the teaching staff to achieve continuity and consistency.

The Learning Considerations Team has a simple and quick referral system in place. In many cases, the support team also includes individuals from other agencies already working with the student and their family, the Principal and specialist behaviour services staff.
5. Consequences for inappropriate or unacceptable behaviour

Minden State School makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When behaviour incidents occur, it is important that consequences are predictable. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour. Behaviour incidents are recorded in One School.

**Minor and major behaviours**
When responding to behaviour incidents, the staff member determines if the problem behaviour is minor or major, with the following agreed understanding:
- Minor Behaviour incidents are handled by staff members at the time it happens
- Major behaviour incidents are referred directly to the classroom teacher and Principal.

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

**Major behaviours are those that:**
- significantly violate the rights of others
- put others / self at risk of harm
- may require the involvement of the school Principal or other specialist support staff.

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

**Major unacceptable behaviours may result in the following consequences:**
- Immediate Responses may comprise:
  Detention, removal from the activity or classroom, loss of privileges, restitution, warning regarding future consequence for repeated or persistent inappropriate behaviour,
- Targeted Responses may comprise:
  Parent contact, referral to Guidance Officer, referral to Learning Considerations Team, referral for specialist behaviour services, sent home for the remainder of the day, suspension from school, behaviour improvement conditions.
- Students who engage in serious unacceptable behaviours such as major violent physical assault or the use/supply or possession of weapons (including knives) or drugs may receive a Behaviour Improvement Condition or a School Disciplinary Absence (suspension or proposal/recommendation for exclusion) as a consequence of unacceptable behaviour.
The Department of Education has provided the following table regarding various types of school disciplinary processes.

<table>
<thead>
<tr>
<th>School Disciplinary Absences (SDA)</th>
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</thead>
<tbody>
<tr>
<td><strong>Suspension</strong></td>
</tr>
<tr>
<td>A principal may suspend a student from school under the following circumstances:</td>
</tr>
<tr>
<td>▪ disobedience by the student</td>
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<tr>
<td>▪ misconduct by the student</td>
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<tr>
<td>▪ other conduct that is prejudicial to the good order and management of the school.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Behaviour Improvement Condition</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>A principal may impose a behaviour improvement condition if the principal is reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour.</td>
</tr>
</tbody>
</table>

A Behaviour Improvement Condition requires the student to undertake a behaviour management program arranged by the school's principal. The program must be:

- reasonably appropriate to the challenging behaviour
- conducted by an appropriately qualified person
- designed to help the student not to re-engage in the challenging behaviour
- no longer than three months.

<table>
<thead>
<tr>
<th><strong>Proposed exclusion or recommended exclusion</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:</td>
</tr>
<tr>
<td>▪ disobedience</td>
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<tr>
<td>▪ misconduct</td>
</tr>
<tr>
<td>▪ other conduct that is prejudicial to the good order and management of the school, or</td>
</tr>
<tr>
<td>▪ breach of Behaviour Improvement Conditions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Cancellation of enrolment</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The enrolment of a post compulsory school age student may be cancelled if the student’s behaviour amounts to a refusal to participate in the educational program provided at the school.</td>
</tr>
</tbody>
</table>

*Refer to departmental procedure Safe, Supportive and Disciplined School Environment for further details*
## Minor and Major Behaviours by Category
When entering any behaviour incident into OneSchool, select ONE category. Select the category of the initial behaviour.

<table>
<thead>
<tr>
<th>Behaviour Category</th>
<th>Definition</th>
<th>Trivial</th>
<th>Minor</th>
<th>Example</th>
<th>Non example</th>
<th>Major</th>
<th>Example</th>
<th>Non example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bullying / Harassment</strong></td>
<td>Bullying: using superior strength or influence to intimidate, typically to force another to do something they don't wish to do. Harassment: aggressive pressure or intimidation Refer to poster Mean Rude Bullying</td>
<td>He keeps looking at me I don’t like your hair colour.</td>
<td>Genuine bullying / harassment is never a minor behaviour.</td>
<td>Verbal: name-calling, racial slur, comment about family, swearing at someone, comment on looks, ability, appearance. Physical: purposely hurting or overpowering another Social / emotional psychological: social exclusion, cyber bullying, physical gestures, written notes.</td>
<td>Behaviours that do not constitute bullying: Mutual arguments or disagreements (where there is no power imbalance) not liking someone, a single act of rejection, one-off acts of spite, isolated acts of aggression / intimidation or violence.</td>
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<tr>
<td><strong>Defiant / threats to adults</strong></td>
<td>Verbal or physical defiant gestures that resist or threaten adults Playing in the wrong area &quot;Do I have to?&quot;</td>
<td>One-off refusal or comment, use of offensive language in conversation Speaking too loudly during tasks</td>
<td>Repeatedly using defiant language directed at adults, refusal comments &quot;You can't tell me what to do&quot; &quot;You can't make me&quot;</td>
<td>Student swearing after stubbing their toe; Commenting, &quot;I can't do this, this is stupid.&quot;</td>
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<tr>
<td><strong>Disruptive</strong></td>
<td>Behaviour that results in an interruption in the classroom, school routines or school activity Petty interruptions, telling jokes, noises Occasional calling out or interfering with neighbour, one-off leaving seat without permission</td>
<td>Getting learning equipment, sharpening pencil</td>
<td>Sustained calling out, yelling, consistently out of seat, behaviour intentionally meant to disrupt</td>
<td>Moving / seeking / avoiding sensory input without interrupting learning</td>
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<tr>
<td><strong>Dress Code</strong></td>
<td>Student wearing inappropriate clothing to school or for an activity / event Oversized hair accessories, choices made for free dress day Incorrect school polo / jumper worn due parent issue e.g. no washing done</td>
<td>Blue jumper / shorts worn bought from Kmart etc.</td>
<td>Refusal to wear school uniform pieces for no valid reason e.g. different colour jumper in Winter, wearing shirt with inappropriate image / wording</td>
<td>Wearing dirty, tattered uniform pieces</td>
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<td></td>
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<tr>
<td><strong>IT Misconduct</strong></td>
<td>Inappropriate use of any electronic devise Playing games instead of completing assignments Accessing websites at inappropriate times Accidentally accessing a banned website sharing passwords/ logging in under another student’s password</td>
<td></td>
<td>Posting photos of other students with the intention to embarrass them, posting inflammatory comments</td>
<td>Making posts about others with no intent to embarrass them, but without the person being aware</td>
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<tr>
<td><strong>Late</strong></td>
<td>Not being at the right place at the right time e.g. returning from break Being dropped off late, illness Infrequent late arrival for genuine reason e.g. stuck in traffic, car broken down</td>
<td></td>
<td>Habitual lateness due to school avoidance</td>
<td>*Habitual lateness due to parent issue *Discretion required</td>
<td></td>
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<tr>
<td><strong>Lying / cheating</strong></td>
<td>Student delivers information that is untrue and / or deliberately violates rules Student states they have completed a task when it is incomplete Untrue information affecting others or causing an escalation of behaviour e.g. lies / accuses other student of something.</td>
<td>Lying about reason for not completing task / homework</td>
<td>Student accuses staff of physical or verbal assault but found with evidence that the incident did not occur</td>
<td>Offering information as a witness where information is based on hearsay</td>
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<tr>
<td><strong>Misconduct involving an object</strong></td>
<td>Object used for purpose other than intended use Throwing a stick at a tree to get a ball down Chasing someone with an object with intention to hurt</td>
<td>Swinging a pencil case or lunchbox around</td>
<td>Using an object to deliberately cause injury</td>
<td>Rough play</td>
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<tr>
<td><strong>Non-compliant with routine</strong></td>
<td>Behaving in a way that does not comply with classroom and playground routines and rules Does not participate in a low-key activity or game i.e. not essential to learning</td>
<td>One-off refusal to participate in an activity / event as per class or school routine e.g lining up, playing out-of-bounds</td>
<td>Unwiling to participate due to anxiety / health condition</td>
<td>Refusal to participate in an activity for no reason after repeated requests or support offered, may be involve aggressive verbal or non-verbal behaviour</td>
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<tr>
<td>Behaviour Category</td>
<td>Definition of Behaviour</td>
<td>Trivial</td>
<td>Minor</td>
<td>Major</td>
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<td>Example</td>
<td>Non Example</td>
<td>Example</td>
<td>Non Example</td>
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<tr>
<td><strong>Other conduct prejudicial to the good order and conduct of the school</strong></td>
<td>Do not enter this category into OneSchool Admin discretion required</td>
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<tr>
<td><strong>Physical Misconduct</strong></td>
<td>Fighting or actions that involve harmful physical contact</td>
<td>Petty or non-consensual contact, bumping into someone</td>
<td>Contact without injury e.g. minor push and shove, rough-tumble play</td>
<td>Touching another while waiting in line, pushing in</td>
<td>Hurting another causing injury e.g. punching, headbutting, kicking, scratching, spitting</td>
<td>Landing on someone during a game, running into someone</td>
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<tr>
<td><strong>Possess prohibited items</strong></td>
<td>Possessing on their person or in their bag / desk an item declared prohibited by the school / law</td>
<td>Chewing gum, trading cards, games, toys</td>
<td>Possessing an item which may cause injury e.g. pocket-knife, lighter</td>
<td>Having a plastic knife to cut up lunch items</td>
<td>Using an item as a weapon to harm or threaten to harm</td>
<td>Bringing a cultural item to school which could be considered a weapon</td>
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<td></td>
</tr>
<tr>
<td><strong>Prohibited items</strong></td>
<td>Using an item as declared by the school / law to be prohibited</td>
<td>Gaining access to another student’s item and using it</td>
<td>Using another student’s item or a confiscated item to cause harm</td>
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<tr>
<td><strong>Property Misconduct</strong></td>
<td>Engaging in an activity which results in damage, destruction or disfigurement of property</td>
<td>Breaking own belongings</td>
<td>One-off throwing, kicking, breaking another’s belongings or school property</td>
<td>Failing or breaking an item unintentionally</td>
<td>Deliberately impairing the usefulness of property; kicking a hole in a wall, throwing / breaking furniture, graffiti</td>
<td>Failing, being pushed into a wall, breaks a window accidentally while playing</td>
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</tr>
<tr>
<td><strong>Refusal to participate in program of instruction</strong></td>
<td>Verbally or non-verbally refusing to participate in learning activities or engage in learning activities</td>
<td>Student is unwell, anxious, upset</td>
<td>Infrequent refusal to participate in activities</td>
<td>Changes in behaviour after redirection, support provided</td>
<td>Continual refusal to participate in learning, behaviour may be disruptive, ignoring prompts to re-engage, referral to buddy class, admin assistance required</td>
<td>Student self-regulates without permission but returns to task</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Substance misconduct involving illicit substance</strong></td>
<td>Student is under the influence of or is in possession of illegal substances</td>
<td></td>
<td></td>
<td>Refer to admin</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Substance misuse involving tobacco and other legal substances</strong></td>
<td>Student is under the influence of or is in possession of legal substances</td>
<td></td>
<td></td>
<td>Refer to admin</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Third minor referral</strong></td>
<td>Third referral for same inappropriate behaviour</td>
<td>Behaviour incident is categorised as major. Refer to previous incidents of same behaviour (including dates) when entering data into OneSchool.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Threat/s to others</strong></td>
<td>Any verbal or non-verbal threat to a person’s physical or emotional wellbeing</td>
<td>Making a comment in the heat of the moment without intention to follow through</td>
<td>Saying / doing something to cause a reaction e.g. calling someone a moron; “fight, fight, fight”</td>
<td>General comments not directed to anyone in particular e.g. boys are idiots</td>
<td>Saying / doing something with the intention to intimidate or threaten e.g. “My brother / sister is going to bash you”</td>
<td>Spreading rumours or gossip</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Truant / skip school</strong></td>
<td>Unexplained absence without parents’ knowledge</td>
<td>Irregular late arrival to class for inappropriate reason e.g. getting a drink, waiting for a friend</td>
<td>Arriving late and not remembering where to go</td>
<td>At school but absent from a lesson without permission</td>
<td>Taking a long time to return to class from the toilet / office</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Verbal misconduct</strong></td>
<td>Any spoke, written or non-verbal communication that insults, mocks, belittles or slanders another</td>
<td>Infrequent random comments e.g. fatty, four eyes, weirdo</td>
<td>Infrequent comments or gestures directed at a person targeting race, religion, gender, disability e.g. “I’m not playing with that ….”</td>
<td>Student calling to another student or an adult across the room or field</td>
<td>Using offensive threatening, sexually connotative words or gestures directed at another e.g. “You fat b**ch”</td>
<td>Inappropriate words used between friends e.g. “let’s go play loser / weirdo”</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td>Any behaviour that could be considered sexual in nature</td>
<td>Consider the child’s stage of development before classing as a major incident. Discuss the incident with the Principal.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

*Please note that this is not an exhaustive list. Other behaviours will be dealt with as appropriate.*
Relate inappropriate or unacceptable behaviour to expected school behaviours

When responding to inappropriate or unacceptable behaviours, staff members ensure that students understand the relationship of the behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour
- explain how the child's behaviour differs from expected school behaviour,
- describe the likely consequences if the problem behaviour continues; and
- identify what the child will do to change their behaviour in line with expected school behaviour.

Should an inappropriate or unacceptable 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.

Bus Behaviour

All Bus companies servicing Minden State School operate under the Code of Conduct for School Students Travelling on Buses policy in conjunction with Queensland Transport. All inappropriate bus behaviours must be reported to the relevant Bus Company so that it can be dealt with according to their Code of Conduct. The school liaises with these companies and will support consequences in line with the bus company, especially if deemed moderate or severe.

Ensuring consistent responses to inappropriate or unacceptable behaviour

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

Students also receive training about how to respond when other students display inappropriate or unacceptable behaviour. The courteous way to respond when a staff member redirects a student's behaviour is taught and rehearsed to reduce the impact of peer engagement in the behaviour incident.

Student disciplinary absences (suspension and exclusion) may be considered:

- in the event of a serious, one-off behaviour incident or
- after consideration has been given to all other responses.

External Assistance

A functional behaviour assessment may be completed in consultation with relevant stakeholders such as parents/carers, teachers, the student, behaviour support specialists and relevant external agencies. The assessment is used to inform the development of an Individual Behaviour Support Plan or Risk Management Plan.

Monitoring and Review

Monitoring and follow-up of the formal Individual Behaviour Support Plan or Risk Management Plan may involve a series of case-conferences with staff members, parents/carers, classroom teacher, specialist personnel and external agencies, as necessary.
6. Emergency situation 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 unacceptable behaviour. This consistency ensures that actions taken are responsive to the safety and well-being of students and staff.

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 unacceptable behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety and well-being of the student or others is likely to be placed at serious risk.

Immediate Strategies

- Avoid escalating the unacceptable behaviour
  Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
- Maintain calmness, respect and detachment
  Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
- Approach the student in a non-threatening manner
  Move slowly and deliberately toward the situation or incident, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

Reinforcement and Correction Strategies

- 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 unacceptable behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

Follow Up Strategies

- Restore normal school operations as soon as possible.
- Provide post incident opportunities that include:
  o Assisting any distressed student/s to access appropriate support, e.g. Guidance Officer
  o Assisting the individual 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.
  o Recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.

Physical Intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Minden State School’s staff demonstrate a duty of care to protect students and staff from foreseeable risks of injury. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student’s path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.
Physical intervention is not to be used as a response to:
- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:
- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to reduce the risk of harm to self or others
- take into account the age, stature, disability, understanding and gender of the student.

Record keeping
Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:
- School Incident Report (Appendix 5)
- Student Record of Incident (as per process for Natural Justice).

7. Network of student support

Students at Minden State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:
- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Metro Behaviour Hub
- Senior Guidance Officer

Support is also available through the following government and community agencies:
- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Lowood Community Hub

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.

Minden State School considers the individual circumstances of students when applying support and consequences by:
- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account information relevant to the students' age, gender, disability, cultural background, socioeconomic situation, mental health and wellbeing, emotional state (such as individualised learning plan or individual education plan), and
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation
  - receive adjustments appropriate to their learning and/or impairment needs
  - provide written or verbal statements that will be taken into consideration in the decision making processes
  - ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.
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
- Weapons Act 1990
- Work Health and Safety Act 2011
- Work Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related procedures

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

11. Some related resources

- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses
- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying, No Way!
- Take a Stand Together
The Use of Personal Technology Devices at School

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

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

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

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

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

Personal Technology Device Etiquette
Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school for whatever reason, they must be handed into the school office upon arrival at school and collected upon departure.

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 being recorded without their knowledge or consent.

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

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 for a specific reason.

A school student who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matters 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\(^1\), including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

\(^1\) Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Students involved in:
- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

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

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

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

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

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

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

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

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

* Personal Technology Devices include, but are not limited to the following devices; portable gaming devices, the IPhone, IPod, IPod Touch or IPad, Tamagotchi® and similar games, laptop computers, PDAs, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones and devices of a similar nature.
Appendix 2

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

Purpose

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

2. There is no place for bullying in Minden State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

3. What is bullying?

   There is no universal accepted definition of bullying.
   • Olweus (1993) defines bullying as repeated, aggressive behaviour involving a power imbalance between the bully (perpetrator) and the intended bully victim (Olweus and Limber, 2010).
   • Rigby (2010) defines bullying as a systematic and repeated abuse of power and identifies three aspects to bullying: 1) a desire to hurt/dominate; 2) an imbalance of power involving unfair action favouring the perpetrator and 3) the target of the action lacks appropriate defence therefore feeling oppressed and humiliated.
   • The National Safe Schools Framework defines bullying as repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyberbullying refers to bullying through information and communication technologies, e.g. the internet or mobile devices.

   Generally bullying consists of repeated encounters between the targeted person and the bully. However, this is not always the case. From the targeted person's perspective, the effect from a single event can be just as damaging.

   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.

4. What is not bullying?

   Not all aggressive or harmful behaviour between people is bullying. Conflicts or fights between equals and single incidents are not defined as bullying. While conflicts and aggressive behaviour need to be addressed, it is important to be clear when these behaviours are not actually bullying.

   At Minden State School, the definition of bullying has three critical aspects - a repeated pattern, the misuse of power within relationships, and behaviour which causes harm; all three aspects need to be present in order for behaviour to be called bullying.

   The following examples do not constitute bullying:
   • Disagreements/arguments/aggression with no imbalance of power
   • Not liking someone
   • Teasing - To draw a defining line between the terms teasing and taunting; teasing is done in fun, has no intention to hurt, is to give both parties some enjoyment and ceases if one person objects or becomes upset.
Bullying involves taunting, which is one sided with intent to hurt and continues even if the other person is hurt or upset (Coloroso, 2003). A child may not realise their behaviour or words may hurt or upset another child. Once the child is made aware of the effect and ceases the behaviour/words, this is referred to as non-malign.

5. At Minden State School there is a broad agreement among students, staff and parents that bullying is an observable and measurable behaviour. When considering whether or not bullying has occurred, staff will gather evidence regarding the intent of the behaviour, the power of the individuals involved, and the frequency of its occurrence.

Rationale

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

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

Prevention

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

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the 3 school rules of I am Responsible, I am Respectful, I am Ready to Learn, 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 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 non-classroom areas of the school.

A high level of quality active supervision is a permanent staff routine in 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 non-classroom areas.

9. Cyberbullying often does not occur at school. Students are explicitly taught Cybersafety, for example, how to safely conduct an internet search, what cyberbullying is and what they should do if they receive unwanted messages for example:

- Not to respond to messages but keep them to report to parents and/or teachers immediately
- Report any instances they see as a bystander of cyberbullying to parents and/or teachers immediately.

Minden State School will investigate and respond to any incident of cyberbullying that occurs during school time or perpetrated via school equipment.

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

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

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

13. Minden State School will take part in the National Day of Action against Bullying and Violence on the third Friday of March each year. This is to highlight the importance of bullying issues within our school community and what our school is doing to prevent this.

14. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Minden State School takes care to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.

15. Minden State School uses behavioural data for decision-making. This data is entered into our database, OneSchool, on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.
WORKING TOGETHER TO KEEP MINDEN STATE SCHOOL SAFE

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

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

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

**What kinds of knife are banned?**

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

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

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

**How can parents help to keep Minden State School safe?**

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children’s lunch boxes, pencil cases or craft kits.
- Contact your school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact the Principal.
Appendix 4

Minden State School
Behaviour Incident Record

Student(s) involved:
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Class: ____________________________

Staff member managing incident: _______________________________________________________

Area:
☐ Senior Adventure Playground  ☐ Shelter Shed  ☐ Library  ☐ Junior Soccer Field  ☐ Oval
☐ Junior Adventure Playground  ☐ Sandpit  ☐ Sports Centre  ☐ Bus line
☐ Tuckshop  ☐ Classroom Walkway (please specify)  ☐ Classroom
☐ Out Of Bounds (please specify)  ☐ Other (please specify)

Time: ____________________________ a.m./p.m.  Date: ____________________________
☐ Before School  ☐ First break  ☐ Second Break  ☐ After school  ☐ Bus

Behaviour:
☐ Bullying /Harassment  ☐ Non Compliance  ☐ Physical Aggression  ☐ Vandalism  ☐ Verbal abuse
☐ Sexualised behaviour  ☐ Involving an object  ☐ Other  (Please State)

Incident Details

Strategies:
☐ Walk & Talk  ☐ Apology  ☐ Time Out  ☐ Restorative Practice

Entered into OneSchool by staff member managing the incident: ____________________________ on (date):
School and Community Endorsement of Responsible Behaviour Plan

A.L. Wilkes
Principal

P&C President

Assistant Regional Director

Effective Date: May 2018 to May 2021