Mackenzie State Special School  

**Responsible Behaviour Plan for Students**  

Based on *The Code of School Behaviour*  

### 1. Purpose

Mackenzie State Special 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. We aim to teach our students to be tolerant and accepting of other people and to choose behaviours socially appropriate to a range of contexts. We aim to provide a learning environment where each student can experience naturalistic and didactic social skill practice opportunities for such skills and attitudes to grow and develop. With these attitudes and skills, it is hoped that our students will enjoy maximum participation in family, work force and wider community contexts.

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

Mackenzie State Special School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through review processes held during 2012.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director in October 2012, and will be reviewed in 2015 as required in legislation.

### 3. Learning and behaviour statement

All areas of Mackenzie State Special 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.

#### A Supportive School Environment is one where:

- All members of the school community feel **safe** and **valued**;
- Social and academic learning outcomes are maximized through quality practices in the areas of curriculum, interpersonal relationships and school organisation;
- School practices involve a planned continuum for positive and proactive actions for all students and responsive actions for specific individuals and groups as requested to foster social learning;
- Non-violent, non-coercive and non-discriminatory language and practices are defined, modelled and reinforced by all members of the school community; and
- Suspension and exclusion procedures are considered only when all other approaches have been exhausted or when continued program participation by an individual student places at risk the continued inclusive education of the other enrolled students.

#### To achieve Social Learning in a Supportive School Environment we acknowledge:

- the need for all members of the school community to take **responsibility** in developing and sustaining such an environment
- the need for **rules** which specify the boundaries of acceptable social behaviours
- the need for **proactive strategies** in teaching students pro-social behaviours through modelling and didactic means
• the need for **reactive strategies** such as negative consequences for inappropriate behaviours so that the benefits of adopting social behaviours become increasingly self-evident to the learner.

**Our Behaviour Management Policy is governed by a set of guiding principles.**

- Everyone has a right to interact in a safe environment – one that is nonviolent, free from both physical and verbal harassment and all forms of violence.
- Behaviour, both positive and negative, is learned.
- Students are responsible for their own behaviours and learn to make appropriate behaviour choices through guidance.
- Everyone chooses behaviour to attract perceived positive consequences (specific praise and rewards) and avoid negative consequences (loss of privileges etc.).
- Behaviour change requires that strategies be used with consistency and certainty.
- A civilized society has rules that outline the boundaries of acceptable behaviour.

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

- Be polite and fair to all people
- Respect other people and property
- Care for yourself and others

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*. In supporting students in learning these rules, teachers are responsible for contextualising the rules for the students and the use of social stories and modelling where required to facilitate the learning of the rules.

### 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 Mackenzie State Special 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.
<table>
<thead>
<tr>
<th>Students have responsibility to:</th>
<th>Staff have a responsibility to:</th>
<th>Administration have a responsibility to:</th>
<th>Parents have a responsibility to:</th>
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| • Follow school rules and directions from adults  
• Allow others to work without being disturbed  
• Complete assigned tasks  
• Take care of property of self, others and school  
• Do no physical harm to self or others  
• Take responsibility for their behaviour | • Support the whole school Behaviour Management Policy and follow the procedures outlined within both the classroom and playground  
• Treat students with fairness and respect  
• Create a learning environment which is free of harassment and provocation  
• Model and teach appropriate behaviour  
• Administer reasonable consequences of inappropriate behaviour as prescribed by this policy  
• Encourage socially appropriate behaviour | • Develop a plan to create a supportive learning environment  
• Ensure staff have access to specialist support  
• Monitor classroom management practices to ensure consistency  
• Model and teach appropriate behaviour management skills | • Model appropriate behaviour to their children  
• Ensure students are “school ready” each day  
• Including the administration of prescribed medication and the availability of such medication where school administration is specified by an order of a Medical Doctor.  
• Support the Behaviour Management Policy adopted by their school community  
• Support and assist staff in maintaining whole school discipline and discuss any concerns with teachers or administration |
<table>
<thead>
<tr>
<th>SCHOOLWIDE EXPECTATIONS AND CONSEQUENCES OF BEHAVIOUR MATRIX</th>
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<tr>
<td><strong>EXPECTATIONS OF STUDENTS</strong></td>
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<td><strong>RATIONALE</strong></td>
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<td><strong>CONSEQUENCES</strong></td>
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| **Respect other people and property**                       |
| • Respect others opinion and talk with respect to others   | These rules support the right of everyone to come to school and learn in a safe supportive learning environment which is free from interruption by others. It assumes that students should follow all reasonable directions of those designated with authority by the community. | LEVEL 2 - Behaviours that Interrupt Learning and Damage Property and demonstrate a lack of respect to others. |
| • Respect other’s property                                 |
| • Keep your hands and feet to yourself                     | • Give a Rule Reminder and a Warning                     |
| • Ask for permission to leave the room                      | • If behaviour persists, the student is directed to sit on the Thinking/Time Out for Planning Chair. |
| • Care for other’s property or school property              | • Return the student to the group when the student commits to following the rules. |
| • Follow directions of school staff at all time to ensure the learning environment is maintained. | • Follow the Behaviour Management Reactive Strategies Flowchart for consistent approach to consequences. |
| • Respect others opinion and talk with respect to others   | • Record on Playground Behaviour Record where applicable eg. Missed Play until planning complete. |
| • Respect other’s property                                 | • Report the behaviour to the principal. |
| • Keep your hands and feet to yourself                     | • Removal of student to the office where dangerous. |
| • Ask for permission to leave the room                      | • Suspension may occur depending on the severity of the situation. |
| • Care for other’s property or school property              | • An accident report form is required for significant injury. |
| • Follow directions of school staff at all time to ensure the learning environment is maintained. | • Return to the group depends on a commitment to improved behaviour. |
| • Respect others opinion and talk with respect to others   | • Planning for alternative pro-social behaviours. |
| • Respect other’s property                                 |
| • Keep your hands and feet to yourself                     |
| • Ask for permission to leave the room                      |
| • Care for other’s property or school property              |
| • Follow directions of school staff at all time to ensure the learning environment is maintained. |

| **Care for yourself and others**                           |
| • Ensure everyone can move about and express themselves free of harassment | These rules support the right of everyone to live free of physical assault. It assumes the right of each of us to live safely and enjoy the support of others in providing a safe environment. Permission to leave the grounds is a requirement as is the conduct of risk assessments by teaching staff to ensure a safe environment. | LEVEL 3 - Behaviours - Physical Assault, Bullying and Harassment |
| • Seek help for yourself and others if you feel any danger  | • Report the behaviour to the principal. |
| • Speak out against any intimidation.                      | • Removal of student to the office where dangerous. |
| • Stay in the school grounds                                | • Suspension may occur depending on the severity of the situation. |
| • Avoid actions and things that could hurt others.         | • An accident report form is required for significant injury. |
| • Ensure everyone can move about and express themselves free of harassment | • Return to the group depends on a commitment to improved behaviour. |
| • Seek help for yourself and others if you feel any danger  | • Planning for alternative pro-social behaviours. |
| • Speak out against any intimidation.                      | |
Proactive Strategies
William Glasser (1965) has argued that all behaviour is purposeful and that we behave in various ways in an attempt to satisfy five basic needs. Students act in order to satisfy their need for Love and Belonging, Power and Recognition, Fun, Freedom plus the physiological need for survival. Students need to take responsibility for making behaviour choices within the parameters of acceptable behaviour that the context specifies (sometimes explicitly through rules and sometime implicitly given the culturally defined expectations of context and task). Teachers have a responsibility to help students identify which behaviours are appropriate to use when trying to seek personal satisfaction. Teachers can do this by modelling appropriate behaviour and actively teaching appropriate behaviours.

- Social Education Programs / Teaching
  Teachers at our school provide opportunities each week when specific social skills are taught. Teachers consider and teach a program supportive of the age group and developmental appropriateness of the students. Each social learning experience will provide a model, opportunity for practice and feedback in keeping with our explicit teaching pedagogical model.

- Providing a Supportive Environment
  Children learn most productively in a school environment that is supportive of their basic needs of: Safety / Security; Love / Belonging; Power / Importance; Freedom / Choice; and Fun / Learning. Teachers should provide opportunities for students to satisfy these basic needs within the program provided.

- Encouragement and Praise
  Where students are making social choices they should be given specific praise in a developmentally appropriate way such that the student recognises the desired behaviour but is not embarrassed by the added attention that can sometimes occur with older students.

- Rewarding Good Behaviour
  While intrinsic rewards are preferred, external rewards can be used in a manner that celebrates good behaviour choices. External rewards are best used to encourage new but desired behaviours and should be paired with intrinsic rewards thus promoting self-sustaining social behaviours.

Mackenzie State Special School implements the following 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).

Reactive Strategies
When students choose inappropriate behaviours, reasonable logical consequences should occur in a consistent manner across the school (classroom and playground) to provide incentive for choosing socially accepted alternatives. The consequences depend upon the Level of Inappropriate Behaviour displayed, as detailed in the school wide behaviour matrix. As outlined in the behaviour management flowchart (see Appendix 4), teachers may choose to have students complete an Individual Behaviour Planning Sheet if they persist in level 2 behaviours. Planning for more appropriate behaviour will also occur for level 3 behaviours with the assistance of the administration team. (See Appendix 5 Planning Sheet). Where the planning sheet has little relevance for the learner, social stories that promote the pro-social desired behaviour should be utilised in addition to the consequence of time away from the group.
Mackenzie State Special School is committed to educating all students, including those with the highest behavioural support needs. It is recognized that the students at Mackenzie State Special School have special needs that underlie their enrolment within our school. Enrolment in our school is dependent on an Intellectual Disability which may impact on the learning of Social Behaviours. Sometimes other disabilities may also impact on a students learning and the learning of social behaviours within the Behaviour Management Program must be interpreted with a degree of flexibility and adapted where necessary to suit the needs of the students.

Teachers have the discretion to make informed decisions with respect to the implementation of the program within their classrooms after consultation with the Principal, who ensures that the program intent is supported. For students who have very complex behaviours and for whom the general approaches have not been successful, an Individual Behaviour Plan or specific strategies detailed in an IEP may be developed in consultation with caregivers and other professionals.

5. Consequences for inappropriate or unacceptable behaviour

Mackenzie State Special School makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When these 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 recording systems (see Appendix 6) may be used to record minor and major problem behaviours. Behaviour incidents may also be recorded on OneSchool.

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 (Level 1 & 2 behaviours as detailed in the school behaviour matrix).
- **Major** behaviour incidents are referred directly to the school Administration team (Level 3 behaviours as detailed on in the school behaviour matrix).

**Minor** problem behaviours Level 1 & 2 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 such as level 3 behaviours involving physical harm or harassment
- are not part of a pattern of inappropriate behaviours
- do not require involvement of specialist support staff or Administration.
**Minor** problem behaviours are usually corrected with a rule reminder, but may result in a minor consequence logically connected to the inappropriate behaviour. This could involve removal (time away) from an activity or event to plan more appropriate social behaviour especially where the behaviour is ongoing. It might require an individual meeting with the student, an apology, restitution or detention for work completion. It might require a re-direction process where a staff member takes the student aside and:

1. names the behaviour that student is displaying
2. asks student to name expected school behaviour
3. states and explains expected school behaviour if necessary
4. gives positive verbal acknowledgement for expected school behaviour.

Where the student does not fully appreciate the required behaviour, it may be necessary to actively teach the desired behaviour through social stories and or practicing the desired behaviour using a dramatic context to facilitate learning.

**Major** problem behaviours (Level 3) are those that:

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

Major behaviours result in an immediate referral to school Administration because of their seriousness. When major unacceptable behaviour occurs, staff members firstly facilitate actions that help a situation calm, and remind the student of expected school behaviour if their emotional state allows for such processing. The staff member then calls Administration for assistance. A report of the student’s behaviour may be recorded on OneSchool for assaultive episodes or those of repeated harassment.

Major unacceptable behaviours may result in the following consequences:

- **Initial Consequence:** Time out, detention (see Safe, Supportive and Disciplined School Environment procedure for guidelines), loss of privilege, restitution, warning regarding future consequences for repeated or persistent inappropriate behaviour

  AND/OR

- **Significant Consequence:** Parent contact, referral to Guidance Officer or AVT-ASD, referral to school based Team, referral for specialist behaviour services, suspension from school, behaviour improvement conditions.

- **Very Serious Consequence:** 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.

Definition of Consequences detailed in Appendix 7.
Relating 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:

- Describe the inappropriate behaviour (What were you doing?)
- Articulate the relevant expected school behaviour (What should you be doing?)
- explain how their behaviour differs from expected school behaviour,
- Describe the likely consequences if the problem behaviour continues (What will happen if you keep doing that?)
- Identify what they will do to change their behaviour in line with expected school behaviour. (What else could you do?)

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.

Ensuring consistent responses to inappropriate or unacceptable behaviour

At Mackenzie State Special School, staff members authorised to issue consequences for behaviour incidents are provided with appropriate professional development. 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.

A full investigation will be conducted into any incident where suspension and/or exclusion is considered and may involve the following group of people to make an informed decision:

- School Principal
- Classroom Teacher
- Staff members who witnessed the incident
- Advisory Visiting Teachers (where appropriate)
- Guidance Officer.

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:
- Assisting any distressed student/s to access appropriate support, e.g. Guidance Officer.
- 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.

Physical Restraint
When a student endangers the safety of himself, herself or others it may be necessary to restrain the student. A violent student would firstly be avoided and other students removed from the area. If the risk to others continues we would only use such force as necessary to prevent injury to the individual student or others. Where restraint was seen as part of an ongoing part of an intervention, it would necessarily be included in the IMP and approved by parents.

Most staff have been inserviced in Non-Violent Crisis Intervention strategies to ensure de-escalation techniques are used as a first course of action before any form of restraint is used. Where restraint is required for the safety of students and staff the restraint will be conducted where ever possible in a manner consistent with the guidelines of the Non-Violent Crisis Intervention strategies. All instances involving physical intervention must be formally documented through incident report on OneSchool.

Situations of High Emotion
Sometimes the trauma of dealing with a violent or emotional situation may require teaching staff to leave the room to regain their composure. At these times the administration will make sufficient time available for the teacher and/or administration assistants to recover. It is also important that the teachers and/or administration assistants be given the opportunity to discuss the matter in order to feel comfortable about the situation and move forward.
7. Network of student support

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

- Parents
- Teachers
- Teacher Aides
- Head of Curriculum
- Deputy Principal
- Principal
- Guidance Officer
- Advisory Visiting Teachers
- Occupational Therapist
- Physiotherapist
- Speech Language-Pathologist
- School Chaplain

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

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.

Mackenzie State Special 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

The social context of schooling is often a source of a number of stresses and while every effort is made to reduce stressful student anxiety this is sometimes unavoidable. Our students need to find socially appropriate means for dealing with stress which cannot include assaultive behaviours. A safe environment must be available to the whole school as a first action in reducing the anxiety in all our students. Hence the rights of the whole school community might require the use of suspension and exclusion where assaultive behaviours threaten the safety of the school. Case conferencing can yield options to reduce the stress of an individual student and help them better deal with their stress in a gradual and realistic way while not placing others at risk of injury.

While a small school environment can facilitate best practice management techniques through collegial planning and close monitoring, our support structures are limited by our resource base.
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
National Safe Schools Framework Resource Manual
Working Together resources for schools
Cybersafety and schools resources
Bullying. No way!
Take a Stand Together
12. Endorsement

________________________  __________________________  __________________________
Principal                        P&C President or Chair, School Council    Assistant Regional Director

........... to ........................................
Appendix 1

The Use of Personal Technology Devices* at School

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

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

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

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

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

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

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

We uphold the value of trust and the right to privacy at Mackenzie State Campus – Special 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.

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it
is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying\(^1\), 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 may be in breach of this policy and 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 Deputy Principal or Principal.

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

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

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\(^1\) 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 Cyberbullying)

Purpose

1. Mackenzie State Special 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 Mackenzie State Special School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community’s goals and efforts for supporting all students.

3. Bullying behaviours that will not be tolerated at Mackenzie State Special School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

4. Bullying may be related to: race, religion or culture, disability, appearance or health conditions, sexual orientation, sexist or sexual language, young carers or children in care.

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

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 Mackenzie State Special 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 and have been taught the expected behaviours attached to each rule in all areas of the school
   - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
   - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
   - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

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

10. Modified student curriculum modules of the anti-bullying process are taught by all teachers in all classrooms.

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

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

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

14. Mackenzie State Special School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.
Appendix 3

WORKING TOGETHER TO KEEP MACKENZIE STATE CAMPUS SAFE

We can work together to keep knives out of school. At Mackenzie State Special 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 a 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.
- 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 Mackenzie State Special 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.
Mackenzie Special—Behaviour Management Flowchart – Appendix 4

Student Behaving Appropriately for the Context

YES

INTEREST with the student, acknowledging the importance of basic needs, providing specific praise and encouragement, talking around their interests, their need for attention and connectedness, recognition and a sense of significance, fun and achievement, freedom and choice of direction. Building relationship and establishing Mackenzie Special and its staff as worthy of Quality World Picture status. Provide a needs satisfying environment.

NO

Student Level 1 Behaviours - Classroom or Playground.

Student Level 2 Behaviours - Classroom or Playground.

Student Level 3 Behaviours - Classroom or Playground.

Teacher gives a Rule Reminder and a Warning.

Student continues to break Level 2 Rules in the Classroom or Playground.

Teacher Encourages the Social Behaviour in a manner appropriate to the Age of the Student.

Teacher instructs student to sit on the Thinking Chair for 2.5 minutes to plan more social behaviours.

Reminders and Modelling by the teachers are usually sufficient to encourage such courtesy. Praise and Specific Encouragement is useful. If deliberate then Level 2 Behaviours.

Will the student sit calmly indicating a readiness to cooperate and plan?

Teacher reminds the student of the Rule. Gives the student opportunity to acknowledge responsibility and commit to change. Commitment can be demonstrated in gesture, drawing or a verbalisation. Acknowledge social choice and student rejoin group.

Teacher gives a Rule Reminder and a reminder of potential planning need in the Current Play Session or if Disruption is in Class Time, the potential planning need during next Play Session. Planning sheet detail completed if planning required.

Student continues to disrupt with Level 2 Behaviours.

Playtime - Student sent to Varanda Seating for break period - “Planning” is written on a Planning Sheet if appropriate. If planning is incomplete or lacking commitment - planning reassigned for next play period and attached to daily folder. Commitment determines rejoining group.

Class - Student Plans Next Play Sessions if planning not completed in class - “Planning Sheet” supported by the class teacher. This should only occur when planning was uncommitted earlier.

NOTE: For Juniors - Planning only for same day incidents.

Level 3 Assault Incident:
Call Help & Move Peers Away
Use NVCI De-escalation Techniques:
• Defuse or Distract
• Calm / Non Emotional
• Reassure Student
• Give Student Space

Student calms and situation diffuses.

Level 3 Harassment Incident:
Planning immediately or at next break for all harassment incidences. Behaviour Incident Skip sent to office with details. In School Suspension could follow.

Student Behaviour Extreme and Dangerous.

Staff 1 - Manage Target Student.

Staff 2 - Call for Help & Remove other Students.

Staff 3 - Support Staff 1 & relieve if this will diffuse.

Individual planning with the Student and stake holders should occur prior to any return to class. Severity of the incident may necessitate Suspension or Exclusion options at the Principals discretion.
Individual Behaviour Planning Sheet—Appendix 5

Name: __________________________  Date: __________________________

What did I do wrong?

What will I do next time?

Teacher Notes:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Student Signature: __________________________  Date: __________________________
Mackenzie Special—Behaviour Incident Record Sheet—Appendix 6

This form is to accompany the student to the administration where more extensive planning is required.

Date:

Name of Student:

Staff Making the Referral:

<table>
<thead>
<tr>
<th>Level 2</th>
<th>Behaviour Incidents—Student Planning Required with Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incident 1</td>
<td>What did the student do in the first instance when given the rule reminder?</td>
</tr>
<tr>
<td>Incident 2</td>
<td>What did the student do in the second instance that warranted being sent to a planning location in the room or playground?</td>
</tr>
<tr>
<td>Incident 3</td>
<td>How was the student indicating they were not committing to taking responsibility for their behaviour through disrupting in the thinking location or refusing to plan more appropriate behaviour.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Behaviour Incidents—More extensive planning with Administration Team required.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please detail the Level 3 Harassment incident warranting the need for more extensive planning -</td>
<td></td>
</tr>
<tr>
<td>Please detail the Level 3 Harassment incident warranting the need for more extensive planning due to its reoccurring nature -</td>
<td></td>
</tr>
<tr>
<td>Please detail the Level 3 Assaultive Incident warranting the need for more extensive planning with Administration —</td>
<td></td>
</tr>
</tbody>
</table>
## Appendix 7 - Definition of consequences*

<table>
<thead>
<tr>
<th>Time out</th>
<th>A principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down. During time out, student is to be supervised and given an opportunity to re-join class in intervals of no more than 10 minutes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detention</td>
<td>A principal or teacher 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).</td>
</tr>
<tr>
<td>Temporary Removal of Property</td>
<td>A principal or staff member of Mackenzie State Campus – Special School has the power to temporarily remove property from a student, as per the procedure <a href="#">Temporary Removal of Student Property by School Staff</a>.</td>
</tr>
</tbody>
</table>

### School Disciplinary Absences (SDA)

<table>
<thead>
<tr>
<th>Suspension</th>
<th>A principal may suspend a student from school under the following circumstances: disobedience by the student misconduct by the student other conduct that is prejudicial to the good order and management of the school.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behaviour Improvement Condition</td>
<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. 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.</td>
</tr>
<tr>
<td>Proposed exclusion or recommended exclusion</td>
<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: disobedience misconduct other conduct that is prejudicial to the good order and management of the school, or breach of Behaviour Improvement Conditions.</td>
</tr>
<tr>
<td>Cancellation of enrolment</td>
<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.