



1. Purpose

Musgrave Hill 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 to acquire values supportive of their lifelong wellbeing.

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

To achieve our commitment to better behaviour and better learning, Musgrave Hill State School understands its whole school responsibilities for the development of children with shared values, standards and relationships aligned to the School Code of Behaviour. Safety, Respect and Consistency are basic to the fundamental goal of excellence in teaching and high quality learning.

2. Consultation and Data Review

Musgrave Hill State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution, community meetings and the School Opinion Survey.

A comprehensive analysis and review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Regional Executive Director in 2013, and was reviewed and updated in 2016 as required in legislation.

3. Learning and Behaviour Statement

All areas of Musgrave Hill State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Responsible Behaviour Plan outlines systems and processes that promote positive behaviours, prevent problem behaviour and respond to unacceptable behaviours. Shared expectations for student behaviour are made clear, assisting Musgrave Hill 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 rules and values 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. As part of our commitment to positive behaviour based on W. Glasser's "CHOICE THEORY", four core expectations and values are identified that support the range of teaching and learning contexts in our school:

- Respect
- Responsibility
- Compassion
- Excellence

These expectations are visible across our school and are referenced regularly in communications with all stakeholders.

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

Positive Behaviour-:

At Musgrave Hill State School, we implement a school wide positive behaviour process that emphasises the importance of Choice Theory and directly teaches students the behaviours we want them to demonstrate at school.

Instead of using a number of individual plans, we have adopted a common code of conduct (our matrix) that identifies the expectations of students for classroom and non-classroom settings. These expectations are taught explicitly in class and acknowledged across all school settings on a weekly basis. Our behaviour reward system is known locally as “The Smooth and Bumpy Road” and recognises a student’s ability to meet expectations.

Our behaviour processes use data generated by OneSchool referrals to inform systems and practices that will result in improved outcomes for student learning.

Positive reinforcement-:

Use of positive reinforcement strategies at Musgrave Hill is widely evident throughout the school and forms an important part of our school’s culture. Positive reinforcement should be clearly related to specific responsible behaviours, valued by students, regular, frequent and as immediate as possible.

Key reference documents:

- Non Negotiable Class Routines (Appendix 1)
- Smooth and Bumpy Road Behaviour Process (Appendix 2)
- Matrix of Behaviours (Appendix 3)
- Minor Major Behaviour Consequences (Appendix 4)
- Use of Personal Technology Devices at School (Appendix 5)
- Essential Skills Classroom Management (Appendix 6)

Reinforcing expected school behaviour

Reinforcement of our core values and expectations around behaviour is regular and is delivered across a range of settings.

- Explicit teaching of behaviours and follow up discussions in class.
- Acknowledgement through the Smooth Road Process, Data Books, Student of the Week, Aussie of the Month, Merit awards, Attendance Awards, Postcards and Positive Behaviour Profiles on OneSchool.
- Junior and Senior Assemblies throughout the term.
- Visual and media reinforcements of expected behaviour – Postcards, Facebook, Newsletters.

Responding to unacceptable behaviour

Students come to school to learn. Positive Behaviour for Learning processes support a consistent and transparent approach to management of unacceptable behaviours (Minor Major Behaviour Consequences – Appendix 4). The Essential Skills for Classroom Management inform best practice for managing low level unacceptable behaviours across the school (Appendix 6)

Students who are not responsive to pro-active and repeated attempts to gain compliance are referred to our Planning Room and Behaviour Support staff.

The PLC (Personalised Learning Committee) operates across the school ensuring all at risk students are identified and engaged in targeted support programs tailored to their specific needs. The identification, referral and support process encompasses all areas of student needs (Attendance, Behaviour, Learning difficulties, Indigenous Support, Gifted and Talented and Social & Emotional Well-being).

Consequences for unacceptable behaviour

Musgrave Hill State School makes systematic efforts to prevent inappropriate student behaviour by teaching and reinforcing expected behaviours and school values on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. All minor and major problem behaviour is recorded anecdotally using the OneSchool database.

Minor / Major Behaviours

Categories include:		
<ul style="list-style-type: none"> • Bullying/Harassment • Dress Code • Non-Compliant with Routine • Refusal to participate in program of instruction • Threat/s to others • Substance misconduct involving illicit substance • Truant/Skipping class 	<ul style="list-style-type: none"> • Substance misconduct involving tobacco and other legal or illegal substance • Disruptive • Other conduct prejudicial to the good order and management of the school • IT misconduct • Property Misconduct 	<ul style="list-style-type: none"> • Misconduct involving an object • Physical Misconduct • Verbal Misconduct • Possess Prohibited Items • Leaving school Premises • Defiant/Threats to Others • Lying/Cheating • Continual Planning Room referrals

Behaviours are identified and described as either Low, Minor or Major behaviours.

Low Level

- Low severity and frequency
- Does not require admin involvement – may be documented in classroom
- Not more than a minor disruption to the learning environment
- Respond to teacher direction and learning is resumed immediately
- Are not chronic distractions or disruptions
- Follow the Bumpy Road Behaviour Process

Minor

- Managed by the class teacher
- Chronic low level disruptions
- May require more than one re-direction

Major

- Cause a major disruption to the learning environment
- Managed by referral to appropriate support staff
- Pose a danger to themselves/others
- Maybe illegal
- Are chronic minor behaviours that have not been resolved

Depending on the type and severity of the behaviour, a range of consequences may be applied. The following list is not exhaustive and the final decision is at the discretion of the Principal or a delegate.

Low Level

- Use Essential Skills (ESCM)
- Restorative Justice

Minor (follow the Bumpy Road Behaviour Process)

- Use Essential Skills
- Withdrawn to Buddy Room
- Time Out in Planning Room
- Withdrawn from play- Lunch Time Planning Room
- Communication with a parent/guardian

Major

- Referral to administration
- Referral to PLC
- Parent/Guardian contact
- Lunch time Planning Room
- Time Out in Planning Room or Office
- Suspension
- Monitoring processes- Individual Behaviour Support Plans
- Referral to external agencies- e.g. Coral House

Multiple suspensions or major breaches of the School Expectations may result in a student being suspended with a recommendation to exclude.

Relate problem behaviours to expected school behaviours and consistency

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. At Musgrave Hill State School, staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Students also receive training about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

Prohibited Items Statement

Students must not bring the following items to school:

- Aerosol cans
- Chewing gum/bubble gum
- Any form of knife (i.e. Stanley knife, cutters, pen knives, etc.)
- Laser pointers
- Steel rulers
- Alcohol/drugs and associated equipment
- Cigarettes/lighters/matches/tobacco
- Permanent marking pens
- Weapons (objects of harm) or replicas
- Skateboards

6. Emergency or critical incident responses

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

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

Basic Defusing Strategies

Avoid escalating the problem behaviour

Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

Maintain calmness, respect and detachment

Model the behaviour and values you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.

Approach the student in a non-threatening manner

Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

Follow through

If the student starts displaying the appropriate behaviour, briefly acknowledge their choice and redirect other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

Debrief

Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

Physical Intervention

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 Musgrave Hill State School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

7. Network of student support

Students at Musgrave Hill State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports.

The Individual Student Action Meeting (ISAM) described below is the vehicle for gathering relevant information about students with behavioural difficulties and for formulating action plans and Individual Self-Management Plans for students. At this meeting, relevant stakeholders and support providers are present.

This network of student support may include:

- Principal/Deputy Principal
- Classroom Teacher/s
- Responsible Behaviour Staff Member
- SEP Staff
- HODs/HOCs and Master Teacher
- Specialist Teacher/s e.g. Music, PE, LOTE
- Guidance Officer
- Advisory Visiting Teacher
- School Chaplain
- Special Needs Team
- Health Care Professional/s
- Therapist/s
- Department of Child Safety representative
- Regional Office
- Parents
- Other students
- Peacebuilders

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.

Musgrave Hill 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-physical consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account a student's age, gender, disability, cultural background, socioeconomic situation and emotional state
- recognising the rights of all students to:
 - express opinions in an appropriate manner and at the appropriate time
 - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
 - receive adjustments appropriate to their learning and/or impairment needs

Formulation of Individual Behaviour Support Plans are incorporated to support students with recurring behavioural issues. A team meets to discuss strategies which may be utilised as part of the Individual Behaviour Support Plan. Examples of strategies:

- individual contracts
- individual consequences plan
- peer support

- conflict resolution/self-esteem programs
- GO and Chaplain intervention programs
- Deadly Choices
- structured lunchtime programs
- Life Skill Programs
- outside agency support programs

9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies

- [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

- [Cybersafety and schools resources](#)
- [Bullying. No way!](#)
- MHSS Uniform Policy
- MHSS Attendance Policy
- Everyday Counts Policy

Endorsement



Principal MHSS



P&C President



Assistant Regional Director

APPENDIX ONE

MUSGRAVE HILL STATE SCHOOL
NON-NEGOTIABLES

STUDENT	TEACHER
Students to be at the undercover area outside the hall upon arrival at school. 8.40am seated and ready for Meet and Greet. Students to be at class on time after each break.	Teachers to be at Meet and Greet by 8.40am, when the first bell is sounded. Formal teaching commences at 8.50am. Teachers are to be at class on time after each break.
Students line up in 2 lines and wait for the teacher to invite students into the class after breaks.	Teachers greet students outside the classroom after breaks in a positive manner and establish a clear designated area for lining up.
Students have a designated area for their bags and all bags are placed neatly and safely.	Teachers ensure students' bags are placed neatly and safely in the designated area.
Students are to walk in two quiet lines throughout the school.	Teachers to ensure that students walk throughout the school in two quiet lines. Teacher situated in middle or back of line.
<i>In Class</i>	
Students sit in their designated seat / carpet area to commence introductory activity.	Teachers have a seating plan or routine and are prepared for the day.
Students are aware and understand the WALT and WILF for each lesson.	Teachers refer to WALT and WILF which is visible in the room and ensure understanding and check in is a part of the lesson.
Students raise their hand to gain teacher's attention.	Teachers reinforce the routine with the students
Students are reminded of the expectations and rules.	Teachers reinforce the expectations and rules consistently.
Students respond to a teacher signal to gain their attention.	Teachers have a standard signal which means that students are to stop their activity and pay attention to the teacher.
<i>Leaving the classrooms</i>	
Students pack up their materials and check for rubbish.	Teachers provide clear instructions to students and checks for rubbish.
Students remain in their seats/carpet area and wait quietly to be dismissed.	Teachers dismiss students when they are following the routine and bell has rung.
<i>Lunch times</i>	
Students ensure all rubbish is placed in the bins.	Teachers ensure duty area is clear of any rubbish.
Students remain seated and wait quietly to be dismissed.	Teachers dismiss students when they are following the routine and bell has rung.
Students comply with all school rules when playing.	Teachers ensure all rules are followed during the play time period and to be on time to each duty.
<i>Daily Routines for teachers</i>	
Teachers to check the team board each and every morning.	
Pigeon holes to be checked and cleared each day.	
Emails to be read and cleared twice daily.	

APPENDIX TWO

Classroom Behaviour Process

- All teachers are to have the School Rules clearly displayed in their classrooms.
- A behaviour Road Map (Smooth or Bumpy) is to be used to help students clearly and consistently identify the steps of appropriate and inappropriate behaviour choices. There will be two sets of names. One set that moves on the smooth road and one set that can move on the bumpy road.
- At the end of every day, the students on their way out of the classroom move their name back to the start of the road no matter where they are. They must indicate their behaviour choices in their Data NoteBooks.
Every day is a fresh start- Every day is a new beginning.
- A student can be on the smooth road and the bumpy road at the same time.
- Chill out cards are to be used when a student just needs a little time to calm down and get their emotions and thoughts under control. This can occur in either a quiet place in your classroom or in your allocated Buddy Classroom or negotiated area in the office. Please note: no longer than 10mins and keep a record of the times it is used (patterns may form).

Process:

- The function of the Bumpy Road Classroom Sign System is to empower students to make positive choices and give students a neutral environment to reflect.
- Teachers need to follow the Classroom Sign System flow chart.
- It is important that parents / caregivers are notified each time their child receives a Sign Four. This can be achieved by a parent's signature on the returned Sign Four notification. If this is not returned Teachers are to follow up via email or phone call. All Sign Fours are to be recorded on One School.
- Once the student receives 3 Sign Four referrals in one term, the teacher is to organise a meeting with the parents and notify admin so DP or Principal can attend.

Before step one is used, teachers should have used as many of the Essential – Skills as possible. Refusal to comply with the instruction = move to the next SIGN

SIGN 1: Rule Reminder and Re-direction

- Use the School Rules displayed in the classroom as a tool to assist in the re-direction of inappropriate behaviour choice. Remind students what the School Rules look like, feel like and sound like.
- You can also use the questions on the flow chart to assist.

SIGN 2: Time-Out Student Reflection

- Each classroom is to have an allocated desk situated away from others so the student can reflect on their behaviour choices more appropriately.
- Have a pencil, rubber and exercise book on the desk so students can complete the reflection questions. Have a copy of the Reflection Sheet stuck to the desk for students to follow.

SIGN 3: Buddy Classroom

- Teacher completes referral and student goes to assigned Buddy Classroom.
- Student completes a plan and any set work allocated by class teacher.
- If student refuses to comply with either going to Buddy Class or within the Buddy Classroom, immediate Sign 4 and send to Planning Room with Referral and attached Buddy Referral
- Student returns to class with completed plan and behaviour contract
- Student to take plan home to be signed by parent
- Referral to be entered on One School
- For any student who attends Buddy Class three times in one term, the Class Teacher to organise parent meeting- Admin to attend

SIGN 4 Planning Room Referral-

Immediate removal to the Planning Room. Students will remain in Planning Room for a set period of time depending on year level. Teacher to inform parent.

SIGN 4 Lunch Time Reflection (Second break only)

If behaviour continues upon return to classroom, student is referred to the Lunch Time Reflection-Planning Room and must bring their Planning Room Referral. Students can be referred immediately to office for serious (major) behaviours.

STEP FLOWCHART

Utilise the 10 essential Skills before going through the following steps

Refusal to comply with the instruction = move to the next SIGN

SIGN 1*

Rule Reminder and Re-direction

Remind students of what the School Rules look like, feel like and sound like

Can also use the questions

“What were you doing?”

“What should you be doing?”

“What are you going to do now?”

SIGN 3* (30 to 40 max)

Buddy Classroom

- Teacher completes referral and student goes to assigned Buddy Classroom.
- Student completes a plan and any set work allocated by class teacher.
- If student refuses to comply with either going to Buddy Class or within the Buddy Classroom send straight to the Planning Room.
- Student returns to class with completed plan, any set work and their Buddy Referral.

SIGN 4*

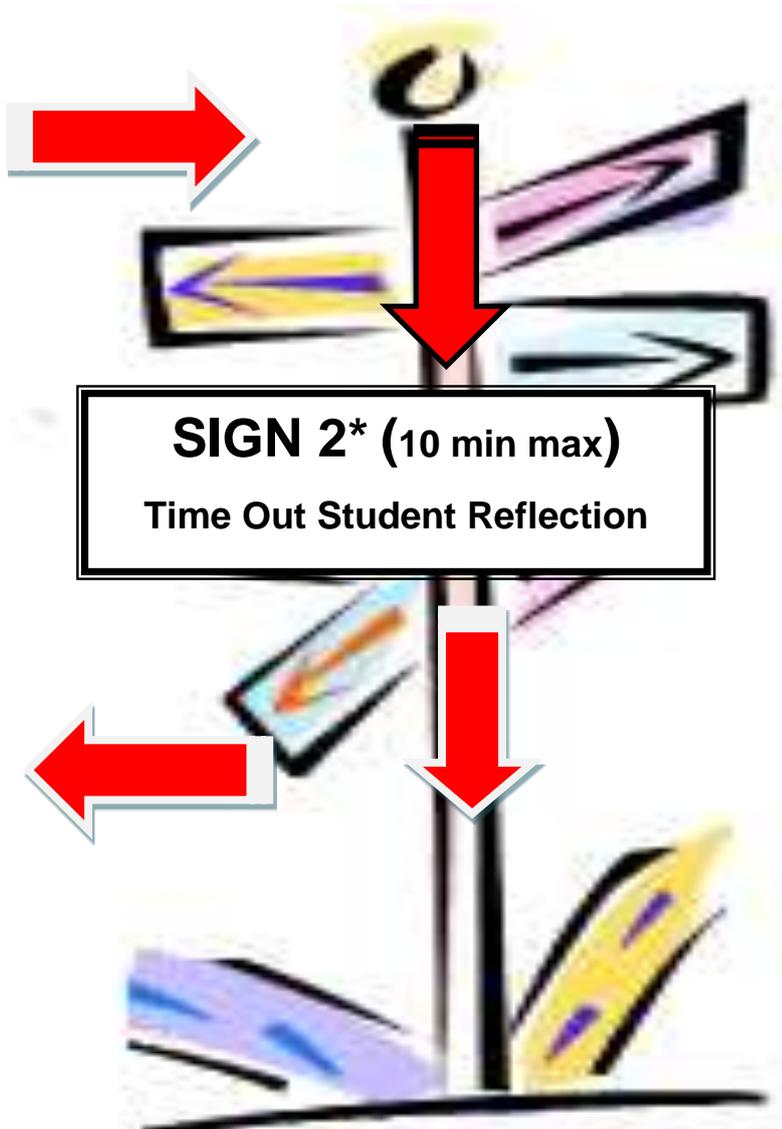
Referred to Planning Room immediately.

SIGN 4*

If Behaviour continues student receives a lunch time Reflection Time Out (Detention)

SIGN 2* (10 min max)

Time Out Student Reflection



APPENDIX THREE

MUSGRAVE HILL STATE SCHOOL- MATRIX OF BEHAVIOUR

	Be Respectful	Be Responsible	Be Compassionate
All Settings	<ul style="list-style-type: none"> • Follow teachers' /staff instructions the first time • Encourage and support others • Respect others' personal space and property • Be polite and well- mannered at all times • Care for equipment and facilities (school, your own and others') • Respect the values and opinions of others • Use appropriate language • Address staff by the correct title • Use your words to solve problems in a calm way • Wear the school uniform with pride 	<ul style="list-style-type: none"> • Wear full school uniform • Tell the truth/be honest • Make good choices • Take turns • Follow the dress code • No gum/bikes/scooters/skateboards on school grounds • Attend school everyday • Be a responsible bystander • Be in the right place at the right time • Mobile phones handed to office • Walk on concrete 	<ul style="list-style-type: none"> • Keep hands, feet and inappropriate comments to myself • Consider others' feelings • Be a good role model • Use equipment correctly and safely • Only bring appropriate and acceptable items to school • Treat others the way you would like to be treated • Be helpful to others
Classroom	<ul style="list-style-type: none"> • Listen while others are speaking • Respect others' right to learn • Clean up after yourself • Put your hand up to speak • One speaker at a time • Work using appropriate noise levels • Be an active listener • Hats off inside buildings • Take pride in your work • Remain seated until dismissed • Only enter/leave classroom with permission • Respect others' opinions • Follow class routines 	<ul style="list-style-type: none"> • Use time wisely • Be on time • Bring all necessary equipment • Complete assignments/homework on time • Keep classroom clean • Line up quietly and quickly • Only leave your seat at appropriate times • Accept your place in line • Ask for help if needed • Always do your best • Maintain a positive attitude • Try new things/challenges • Sit correctly on chairs 	<ul style="list-style-type: none"> • Walk in the classroom • Consider others' feelings • Move and use equipment with care • Enter and exit the room in an orderly fashion • Be aware of the space and people around you • Be supportive of your classmates • Speak positively and encourage your class mates at all times • Accept our differences

	Be Respectful	Be Responsible	Be Compassionate
Playground	<ul style="list-style-type: none"> • Put your rubbish in the bin • Care for our trees, gardens and plants by leaving them alone • Eat and drink in appropriate areas • Use playground equipment as intended • Play in correct areas • No physical contact games 	<ul style="list-style-type: none"> • Stop play when instructed by teacher, use toilet, get a drink and move to line • Stay in assigned eating areas until dismissed • Be in line by the appropriate time • Play appropriate games • Stay in assigned areas • Tell the truth/be honest • Report accidents, injuries to a staff member immediately • Report playground incidents to the teacher on duty • Wear your hat 	<ul style="list-style-type: none"> • Wait for duty teacher before entering play areas • Play sensible games • Take turns on equipment • Invite others to join in • Be cooperative and patient • Play games fairly and by the rules • Be helpful
Toilets	<ul style="list-style-type: none"> • Flush after use • Use rubbish bins • Keep water in sink • Use supplies properly • Use toilets for their intended purpose only 	<ul style="list-style-type: none"> • Use toilets as needed • Go, Flush, Wash, Dry and Bye • Only place toilet paper in the toilet • Return straight to class 	<ul style="list-style-type: none"> • Be mindful and considerate of others' privacy • Report any problems
Assembly	<ul style="list-style-type: none"> • Sing the National Anthem with pride • Applaud appropriately • Listen attentively to the speaker 	<ul style="list-style-type: none"> • Sit in allocated area with class • Enter and exit assembly area sensibly and safely • Walk in an orderly fashion and in two lines 	<ul style="list-style-type: none"> • Listen without speaking • Be an active listener • Participate sensibly
Transitions and excursion	<ul style="list-style-type: none"> • Be considerate of community members • Be on time • Line up promptly and quietly • Accept the decision of the person in charge • When walking, keep with the rest of your class/group • Listen respectfully and follow instructions 	<ul style="list-style-type: none"> • Listen carefully and follow instructions • Place all rubbish in the bin • Clean up when you are leaving an area • Take responsibility for your own behaviour • Wear school uniform • Get on and off transport safely • Keep your belongings safe 	<ul style="list-style-type: none"> • Wait your turn • Be aware of the people around you • Follow any rules of the place you are visiting • Stay with staff member/adult assigned • Care for yourself and others • Take care of property

APPENDIX FOUR

MINOR MAJOR BEHAVIOUR CONSEQUENCES

PROCESS	Operational Definition: Examples of these behaviours include, but are not limited to:		
	Low Level	Minor	Major
Response Required	<ul style="list-style-type: none"> • Low severity and frequency • Does not require admin involvement – may be documented in classroom • Not more than a minor disruption to the learning environment • Respond to teacher direction and learning is resumed immediately • Are not continuing – occur less than 3x per week 	<ul style="list-style-type: none"> • Managed by the teacher- follow behaviour process • Continuing low level disruptions • May require more than one re-direction 	<ul style="list-style-type: none"> • Are a major disruption to the learning environment • Managed by referral to appropriate staff • Pose a danger to themselves/others • Are illegal • Are continuing minor behaviours that have not been resolved after contact with parents/carers
Possible Consequences/Support Measures	<ul style="list-style-type: none"> • Use Essential Skills for Classroom Management • Restorative Justice 	<ul style="list-style-type: none"> • Use Essential Skills for Classroom Management • Follow the Sign Process (Smooth and Bumpy Road) • Parent/carer contact 	<ul style="list-style-type: none"> • Referral to appropriate support staff • PLC Referral • One School Report including referral for action • Parent/carer contact required • Planning Room, Withdrawal, Modified Program, Suspension, • Proposal for Exclusion

One-School Behaviour Category	Operational Definition: Examples of these behaviours include, but are not limited to:		
	Low Level	Minor	Major
Bullying/Harassment Continuous emotional, physical, verbal &/or cyber abuse	<ul style="list-style-type: none"> • Isolated or one off minor incidents. 	<ul style="list-style-type: none"> • Student delivers disrespectful message (verbal or gestures) to another person that includes: threats or intimidation, obscene gestures, texts, emails, pictures or written notes 	<ul style="list-style-type: none"> • Ongoing harassment • Systematic, targeted, ongoing abuse- actions, words or texts
Defiant/threat/s to adults Aggressive /passive aggressive actions directed at school staff and/or volunteers and visitors		<ul style="list-style-type: none"> • Failure to follow adult instructions • Threats are made to an adult 	<ul style="list-style-type: none"> • Persistent refusal to follow instructions and challenges adult authority • Physical threats to an adult, physical intimidation, verbal intimidation • Adult feels threatened/unsafe
Non-compliant with routine Not following college routines, teacher expectations/rules	<ul style="list-style-type: none"> • Slow to respond to instructions, or needing to have the instruction repeated 	<ul style="list-style-type: none"> • Failure to follow basic teacher instructions or school rules 	<ul style="list-style-type: none"> • Repeated and continual failure to follow teacher instructions or school rules

One-School Behaviour Category	Operational Definition: Examples of these behaviours include, but are not limited to:		
	Low Level	Minor	Major
<p>Disruptive Engaging in disruptive behaviour which stops the learning/teaching process</p>	<ul style="list-style-type: none"> • Students may be participating and doing/ Completing their work and are disrupting others by calling out, making noises etc. 	<ul style="list-style-type: none"> • Low intensity inappropriate disruptions that takes away from the learning environment, but does not result in physical harm to self or others. • Misuse of materials or equipment to gain peer or adult attention. • Deliberate verbal or non-verbal noises intended to distract. • Unauthorised movement around the classroom 	<ul style="list-style-type: none"> • Persistent behaviour causing interruption to learning in a class or activity causing complete disruption to teaching and learning. • Intentional, persistent deliberate distraction of other students or staff. • Deliberate intent to impede delivery of lesson content. • Deliberate/active attention seeking behaviour. • Deliberate, repeated unauthorised movement in/around the classroom. • Deliberate verbal/physical provocation of another student or adult.
<p>Misconduct involving object Using an object inappropriately other than intended purpose</p>	<ul style="list-style-type: none"> • Sliding down stair railings, sitting on top of bag racks, climbing trees, standing or jumping off stairs, benches, tables or fences. 	<ul style="list-style-type: none"> • Stealing low value items such as stationery, food and other personal belongings. • Inappropriate use of equipment that does not cause harm to people or damage equipment/property 	<ul style="list-style-type: none"> • Deliberate inappropriate use of equipment that causes harm to another student or damages equipment.
<p>Other conduct prejudicial to the good order and management of school Inappropriate conduct which defames reputation of the school/staff</p>			<ul style="list-style-type: none"> • Behaviour that causes damage to the school's reputation or that prevents students and teachers from doing their work. • High level disruption on the school grounds and/or in the community. (in School Uniform) • Rudeness to members of the community • Defamatory posts on social media
<p>Physical misconduct</p> <ul style="list-style-type: none"> • Actions involving serious physical contact where injury may occur or is intentional. • Wilfully using force or violence 	<ul style="list-style-type: none"> • "Mucking around" where the other person is not harmed or annoyed e.g. flicking or nudging. • Play fighting that does not escalate. • Running on non-grassed areas 	<ul style="list-style-type: none"> • Deliberate contact by a student with another student that does not cause significant harm - may involve pushing, shoving and tripping. • Poking, prodding another student in an attempt to annoy that student. 	<ul style="list-style-type: none"> • Punching, hitting and kicking. Contact with another student that causes harm. • Deliberate contact with a teacher in a threatening or harmful way. • Verbally inviting another person to participate in a fight. • Engaging in a behaviour which provokes a student to anger and causes a possible physical response.
<p>Verbal misconduct</p>	<ul style="list-style-type: none"> • Comments to self or a quick reactionary comment. • Calling out in class. 	<ul style="list-style-type: none"> • Swearing in class that is not directed at the teacher, using rude or abusive language in general conversation either when speaking to a staff member or another student. 	<ul style="list-style-type: none"> • Swearing /abusive or otherwise offensive language directed at the teacher. • Deliberately directing offensive and aggressive language at a member of staff or another student.

One-School Behaviour Category	Operational Definition: Examples of these behaviours include, but are not limited to:		
	Low Level	Minor	Major
<p>Property misconduct</p> <ul style="list-style-type: none"> • Theft or wilful destruction of school, other students', teachers' or public property. • Inappropriate use of mobile phone or other electronic device 	<ul style="list-style-type: none"> • Accidental damage of school property such as running through gardens or marking school furniture. • Inadvertently taking another student's property. • Having mobile phone during school time 	<ul style="list-style-type: none"> • Unauthorised use of other students' property without intending to keep it. • Low level graffiti that can be easily removed. 	<ul style="list-style-type: none"> • Destroying school property including structures of buildings and furniture, punching holes in walls, breaking windows • Graffiti, tagging, defacing school property • Ripping & writing in library books • Deliberately breaking school equipment • Stealing • Making unauthorised recordings of other students or staff. • Using electronic devices during school hours for the purpose of bullying or harassing another person. • Using electronic devices to view or send inappropriate images or content.
<p>Possess prohibited items</p> <p>Possess, sell, or carry a weapon or any item capable of causing harm</p>	<ul style="list-style-type: none"> • Inappropriate logo/advertising on personal property 	<ul style="list-style-type: none"> • Student has at school any minor prohibited item 	<ul style="list-style-type: none"> • Student has at school any major prohibited item: <ul style="list-style-type: none"> - alcohol - drugs/ drug paraphernalia - cigarettes + lighters - knife/shanghai/gun/other weapons - pornographic material - stolen property
<p>Refusal to participate in program of instruction</p> <p>Not following teachers' instructions regarding completion of class work</p>	<ul style="list-style-type: none"> • Tasks not attempted or completed with care. • Tasks attempted but not completed. • Attendance in class without required materials. 	<ul style="list-style-type: none"> • Failure to complete set class work or submit assessment items. Passive resistance to attempt task. • Active resistance to attempt tasks assessment items. • Persistent/repeated attendance in class without required materials or participating 	<ul style="list-style-type: none"> • Persistent, deliberate lack of equipment/materials. • Repeated failure to complete set class work or submit assessment items • Verbal reaction/comment or refusal when directed to task • Persistent refusal to attend and engage in educational program at school
<p>Substance misconduct involving tobacco and other legal substances</p>	<ul style="list-style-type: none"> • Inappropriate logo/advertising on personal property 		<ul style="list-style-type: none"> • Possession of and/or use of cigarettes, lighters • Possession of alcohol, drinking or being under the influence of alcohol or other legal substances at school or during a school event. • Taking another student's medication
<p>Substance misconduct involving illicit substance</p>	<ul style="list-style-type: none"> • Inappropriate logo/advertising on personal property 		<ul style="list-style-type: none"> • Possession of and/or use of substances or implements that are deemed illegal.

One-School Behaviour Category	Operational Definition: Examples of these behaviours include, but are not limited to:		
	Low Level	Minor	Major
Lying/Cheating Making false statements/misrepresenting one's behaviour or completed work		<ul style="list-style-type: none"> • Forging signatures on school documents • Lying or making false accusations about incidents 	<ul style="list-style-type: none"> • Lying or making false accusations about others to avoid personal involvement or getting others into trouble • Plagiarism • Deliberately copying the work of another student • Referral to notes/sources of information during exams
IT misconduct <ul style="list-style-type: none"> • Using computers or other devices for non-school based activities • Breaching Internet user agreement 		<ul style="list-style-type: none"> • Off task internet use, turning off or pulling out computer cables, printing offensive words or images • Using other people's login to access inappropriate sites inappropriate websites e.g. Facebook, image searches etc. • Misuse of email 	<ul style="list-style-type: none"> • Persistent minor behaviour, attempts to cause permanent, serious damage to equipment. • Accessing pornographic or inappropriate material. • Bullying students via social media during school time. (It is illegal for children under 12 to have social media accounts)
Truant/skip class	<ul style="list-style-type: none"> • Not in class – respond to redirection to go to class. 	<ul style="list-style-type: none"> • Student not advising a staff member that they are leaving the classroom or supervised area. 	<ul style="list-style-type: none"> • Being out of school grounds without permission. • Repeated ongoing patterns of absenteeism
Late Being late for class without authorisation	<ul style="list-style-type: none"> • Less than 10 minutes late to class 	<ul style="list-style-type: none"> • Student is late to any class or school activity without a note or acceptable valid reason 	<ul style="list-style-type: none"> • Persistent lateness to class
Dress code Not following school dress code	<ul style="list-style-type: none"> • Student brings a note for being out of uniform. 	<ul style="list-style-type: none"> • Student is not wearing correct uniform and does not have a note. 	<ul style="list-style-type: none"> • The clothing worn to school is inappropriate or offensive. • Continual refusal to comply with the Dress Code Policy

APPENDIX FIVE

Musgrave Hill State School Computer, iPad, Network and Internet Acceptable Use Policy

Mobile Phones-:

Students who bring mobile phones to school must hand the device in to the Administration each morning or at their arrival at school. Devices will be securely stored for the day. Students collect their devices at the end of the day or when collected early by a parent.

Students are not permitted to make or receive phone calls, or send text messages during the school day.

Use of Personal or School Technology Devices-:

Musgrave Hill State School has a computer network throughout the entire school campus. All classrooms and the library have a number of computers and access to iPads that enable students to participate in curriculum-related work, including access to the Internet and email. Students have access to a variety of online and iPad/computer apps, programs and resources.

The Internet can provide students with valuable learning experiences. As it gives users access to information on computers around the world, the school cannot control what is on the Internet, and that this information may occasionally be illegal, dangerous or offensive. While teachers will always exercise their duty of care, and information is filtered through the Department of Education and Training's managed Internet Services, protection against exposure or harmful information should depend finally upon responsible use by the students.

Acceptable Uses

- The computer network at Musgrave Hill State School has been set up in order to allow computer, iPad and Internet access for educational purposes. This includes classroom activities, research activities, teacher and peer review of assigned work, and the exchange of project-related ideas, opinions, and questions via email, intranet, the Learning Place and other means.
- Students will have access to computers, iPads and the Internet in classrooms, the library and specialist learning areas. Student access may be timetabled and at the discretion of their teachers and administrators.
- Student use of computers, iPads and the Internet depends upon parent/guardian permission in the form of a signed copy of the Acceptable Use Agreement Policy. Parents/guardians may revoke approval at any time.
- Material created and/or stored on the system is not guaranteed to be private. Network administrators may review the system from time to time to ensure that the network and digital devices are being used properly. For this reason, students should expect that computer and iPad files, emails, material placed on personal Web pages, as well as other work that is created on the network may be viewed by a third party.
- Users will have their own individual logins and must keep all passwords private. Class accounts and/or passwords may not be shared outside the area where they are used.
- Network users are expected to adhere to the safety guidelines listed below.

Unacceptable Uses

- The network may not be used to download, copy, or store any music, video, software, shareware, or freeware without prior permission from the network administrator.
- Users may not intentionally damage, deface or remove any computer hardware, iPads, software or peripherals.
- Users may not interfere with or alter any system, display or program files or settings on network computers or iPads.
- The network may not be used for any activity, or to transmit any material, that violates Australian or local laws. This includes, but is not limited to, illegal activities such as threatening the safety of another person or violating copyright laws.
- Users may not use vulgar, derogatory, or obscene language. Users may not engage in Cyberbullying, personal attacks, harass another person, or post private information about another person.
- Users may not log on to someone else's account or attempt to access or interfere with another user's files. "Hacking" or otherwise trying to gain access to another person's or organisation's computer system is prohibited.
- Users may not insert passwords in any area of the network- not on files they save personally or on any other software or hardware installed on the school computers and iPads.
- Users may not access Web sites, newsgroups, or chat areas that contain material that is illegal, dangerous or offensive. If a user accidentally accesses this type of information, he or she should immediately and quietly notify a teacher, librarian, and/or network administrator.
- Users may not engage in "spamming" (sending an email to more than 10 people at the same time) or participate in chain letters. Multiple school or classroom mail-outs may be an exception.

Safety Guidelines for Students

- Never give out your last name, address, phone number or other personal details without teacher or parent/guardian permission.
- Never agree to meet in person with anyone you have met online unless you first have the approval of a parent or guardian.
- Notify an adult immediately if you receive a message that may be inappropriate or if you encounter any material that violates this Acceptable Use Policy.
- Your parents should instruct you if there is additional material that they think would be inappropriate for you to access. Musgrave Hill State School expects you to follow your parent's wishes in this matter.

Consequences of Unacceptable Use

In the event of wilful unacceptable use of the Musgrave Hill State School network and Internet, one or more of the following steps may be taken, as per the eLearning Code of Behaviour:

- Official warning
- Suspension of computer, iPad and/or Internet privileges
- Banning from computer, iPad and/or Internet resources
- Appropriate consequences in accordance with the Musgrave Hill State School Responsible Behaviour Process and the full Responsible Behaviour Plan for Students
- Referral to the appropriate authorities if necessary.

APPENDIX SIX

Essential Skills for Classroom Management

<p><u>Skill 1: Establishing Expectations</u> To clearly articulate and demonstrate the boundaries of pro-social behaviour. It is important to have clear boundaries for social behaviour so that everyone is clear about what is, and is not, regarded as responsible and safe in a particular context.</p>	<p><u>Skill 2: Instruction Giving (To give a clear direction about what to do)</u></p> <ul style="list-style-type: none"> • Clear, short instructions help students understand what you expect them to do. • Instructions help students organise what they are required to do. • Instructions cue to students that they need to be actively engaged with the curriculum.
<p><u>Skill 3: Waiting and Scanning</u> Wait and look at your students for 5–10 seconds after you give an instruction</p>	<p><u>Skill 4: Cueing with parallel acknowledgment</u> To acknowledge students' on-task behaviour with the intention of prompting others to follow suit.</p>
<p><u>Skill 5: Body language encouraging</u> To intentionally use your proximity, body gestures and facial expressions to encourage students to remain on-task.</p>	<p><u>Skill 6: Descriptive encouraging</u> To encourage students to become more aware of their competency by describing exactly what you see or hear from them that you want them to repeat more frequently.</p>
<p><u>Skill 7: Selective attending</u> To intentionally give minimal attention to safe off-task or inappropriate behaviour.</p>	<p><u>Skill 8: Redirecting to the learning</u> To respectfully prompt the student who is off-task or disrupting others, initially with a redirection to the learning.</p>
<p><u>Skill 9: Giving a choice</u> To respectfully confront the student, who is disrupting others, with the available choices and their logical consequences.</p>	<p><u>Skill 10: Following through</u> Resolute, planned action in the face of on-going disruptive behaviour that is seriously disturbing the learning environment or is extended off-task behaviour.</p>