1. **Purpose**

Mitchell State School is committed to ensuring that every day, in every lesson, every student is learning and achieving within a safe, supportive and disciplined learning environment.

Mitchell State School promotes a positive and inclusive community that affirms:
- the rights of all students to learn
- the rights of teachers to teach
- the rights of all to be safe

Our school recognises the reciprocal relationship between academic success & social behaviour.

**Better Behaviour = Better Learning**

This Responsible Behaviour Plan for Students is designed to facilitate high standards of student behaviour so that the learning and teaching in every lesson, every day, is effective and students can participate positively and safely.

2. **Consultation and data review**

Mitchell State School developed this plan in consultation with our school community through meetings and surveys. A review of school data relating to attendance, school disciplinary absences, school opinion surveys and behaviour incidents from 2009-2013 also informed the development process. This plan was updated in March 2014 to align with legislative changes as per the Education (Strengthening Discipline in State Schools) Amendment Bill 2013 (EPPR “Safe, supportive & Disciplined School Environment”, Version 7.2, 13/2/2014).

Mitchell State School is inclusive of family & community and highly value & encourage this support in order to effectively implement our SWPBS systems, policies and processes.

3. **Learning and behaviour statement**

Our school is a **Schoolwide Positive Behaviour Support (SWPBS) school.**

Clear & consistent school discipline is an essential component of a high performing school; children need self-discipline as part of their social development in order to achieve their academic & life goals.

Consistently implementing an evidence-based whole school approach to behaviour can improve social behaviour & student performance. We know that when parents share the same behaviour expectations as the school, when there is effective school leadership, when there is quality teaching and an engaging curriculum, then improved behaviour and improved student performance will occur.

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

- **My Job – Be a Learner.**
  Every day, every lesson, everyone is responsible for their learning.

- **Society – Be Respectful.**
  Every day, every lesson, everyone follows society’s rules, treating people & property with respect.

- **Safety – Be Safe.**
  Every day, every lesson, everyone is keeping self and others safe.
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.

Mitchell State School also believes in promoting a culture that “learning is fun” and this is done through the implementation of the four practices of the “Fish Philosophy”: Be There, Play, Make Their Day & Choose Your Attitude. We encourage students to approach their work and their life through this model.

Mitchell State School aims to provide every student with educational experiences that develop each child’s moral, emotional, social and academic well being. The effectiveness of the educational experiences is inextricably linked to behaviour. The behaviour of staff and students at Mitchell State School is underpinned by the following beliefs.

- We are all active participants in learning.
- All people are unique and our differences should be accepted and valued.
- All people should be treated with respect.
- Each person should treat others as they would like to be treated.
- We are responsible for our own behaviour.
- Consequences should follow behaviour and should be understood by all.

### 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 - a strategy designed to prevent problem behaviour and provide a framework for responding to unacceptable behaviour.

At Mitchell State School, we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school.

In practical terms, SWPBS is about:

- **proactive** schoolwide systems of support for defining, teaching, and supporting appropriate student behaviours to create positive learning environments
- building effective environments in which positive behaviour is more effective than problem behaviour so that academic success can be achieved.

#### Teaching of Responsible Thinking

Thinking responsibly is essential for everyday living and learning. Thinking and acting responsibly will help students to:

- **My Job:** Be an active learner, be responsible for learning, be a lifelong learner, participate in work and contribute meaningfully
- **Society:** Be respectful, obey rules and laws of society
- **Safety:** Be safe, regard the safety of self and others in various contexts

When an atmosphere of respect is created in the school environment, discipline problems will be reduced and there will be an increase in learning time.

#### Targeted behaviour support

A small number of students at Mitchell State School are identified through our data as needing targeted behavioural support. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these and other students’ learning and social success at risk if not addressed in a timely and effective manner.

#### Intensive behaviour support: Behaviour Support Team

Mitchell State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support.

The **SWPBS Team** will:

- work with other staff members to develop appropriate behaviour support strategies
- monitor the impact of support for individual students through continuous data collection
- make adjustments as required for the student, and
- work with the School Leadership Team to achieve continuity and consistency.

The **SWPBS team** have a referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. The support team may also include individuals from other agencies already working with the student and their family.
A set of schoolwide behavioural expectations for students has been developed and teachers will explicitly teach these rules through designed lessons.

These expectations are communicated to students via a number of strategies, including:

- Explicit teaching of “Rule of the Week” by all teachers
- School and classroom displays of rules and expectations
- Reinforcement of learning across all school contexts
- Modelling appropriate behaviour and language
- Bookmark / Fridge magnet (take home)
- School newsletters
- Parent & Student Handbook
- Teachers Handbook
- P&C Meetings
- Verbal & written communication to parents (postcards, letters, certificates, emails, texts)
- Parent Information Nights

Mitchell State School implements the following proactive and preventative processes and strategies to support student behaviour:

- Engage students in a relevant and meaningful curriculum delivered by effective teachers – quality learning and teaching practices throughout the school
- School Leadership team regularly provides information to staff and parents, and support to others in sharing successful practices – professional learning
- Comprehensive induction programs in the Mitchell State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Upskill student leaders in behaviour expectations (student mentor capacity)
- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- Implement the Fish Philosophy’s four practices of “Play, Make Their Day, Choose Your Attitude, Be There”
- Engage students in quality extra-curricular events such as Outdoor Education, school & community cultural events, open days
- Allow use of “time out” (giving a student time away from their regular program/routine in order to then successfully re-enter a learning program)
- Development of specific policies to address:
  - The Use of Personal Technology Devices* at School
  - Procedures for Preventing and Responding to Incidents of Bullying including Cyberbullying
  - Dress Code
  - Code of conduct for school students travelling on buses

Teachers use the 10 Essential Skills of Classroom Management:

- **Use Language of Expectation:**
  1. Establish expectations – make rules
  2. Give instructions – tell students what to do
  3. Wait & Scan
  4. Cue with parallel acknowledgement – praise a particular student to prompt others

- **If student on task, then use Language of Encouragement:**
  5. Body language encouraging
  6. Descriptive encouraging

- **If student off task, then use Language of Correction:**
  7. Selective attending
  8. Redirect to learning
  9. Give a choice
  10. Follow through
Re-directing low-level and infrequent problem behaviour
When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to ensure they are meeting the school’s behavioural expectations.

Our preferred way of re-directing low-level problem behaviour is to ask students to think of how they might be able to act more responsibly (My Job), more respectfully (Society) or more safely (Safety). This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

5. Consequences for unacceptable behaviour
Mitchell State School makes systematic efforts to prevent problem student behaviour by teaching, reinforcing and rewarding expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable or logical consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. Staff understand the differences between minor and major problem behaviour. Staff upload data to OneSchool relating to student referrals and major behaviours.

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

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

Minor problem behaviours may result in the following consequences:
- a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or “time out” for work completion.
- a re-direction procedure. The staff member takes the student aside and:
  1. asks appropriate questions
  2. student identifies behaviours being displayed
  3. asks student to name expected school behaviour
  4. states and explains expected school behaviour if necessary
  5. gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are significant acts of misconduct, those that:
- significantly violate the rights of others including the right to learn & the right to teach
- put others / self at risk of harm
- require the involvement of school Administration or other support personnel.

Major behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then either contacts the administration or escorts the student to Administration.

Major problem behaviours may result in the following consequences:
- Time in office, removal to withdrawal room or Buddy Class, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence AND/OR
- Parent contact, referral to Guidance Officer, referral to SWPBS team, suspension from school
- Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.
Disciplinary Consequences

This plan includes details of the provision for and application of Disciplinary Consequences:

1. **Time Out.** Time Out is a proactive strategy as well as a behaviour management strategy. Time out is defined as giving a student time away from their regular class program/routine:
   - to a separate area within classroom
   - to another supervised room or setting (Buddy Class)
   - in order to assist a student in calming down process
   - as a strategy to reduce the frequency of a particular behaviour
   - up to, but no more than, 10 minutes

2. **Physical Restraint**, involving the manual restriction of a student’s movement for reasons of safety in cases where a student is behaving in a manner that is potentially injurious to themselves or others, or to prevent serious property damage. It is used only as an immediate or emergency response or as part of a student’s individual plan, including prevention of self-harming behaviours.

3. **Detention.** In school detention (lunch time 20 mins) or after school detention (30 mins). After hours detention may include detentions on a day other than a school day.

4. **Discipline Improvement Plans.** A Discipline Improvement Plan is a written agreement that sets out strategies and steps to improve a student’s behaviour. It outlines the expectations for behaviour, the consequences for inappropriate behaviour and the support that will be provided by the school. This plan is developed in consultation with the student & parent.

5. **Community Service Interventions.** A Community Service Intervention is a disciplinary option available to principals, with the consent of the student and their parent, to address inappropriate student behaviour. The student performs unpaid work or activities in their local community or school with a host organisation or under the supervision of a school staff member (occurs either on school grounds or as part of a school activity)

6. **Community Service Interventions** (students aged 14 years of age & over: Work Experience Placements for Schools Students)

   Detentions, Discipline Improvement Plans and Community Service Interventions are optional disciplinary strategies which may be applied. They can be implemented to prevent the escalation of inappropriate behaviour or as a last resort alternative to suspension or exclusion. Community Service Interventions must take place outside of school hours.

7. **Suspension. (1-10 days, 11-20 days).** Suspension may be considered where behaviour constitutes one or more of the following grounds under s.282 of the Education (General Provisions) Act:
   - disobedience
   - misbehaviour
   - conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school
   - conduct that adversely affects, or is likely to adversely affect, the good order and management of the school
   - the student’s attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school
   - The conduct of a student may be a ground for suspension or exclusion, even if the conduct does not happen on school premises, or during school hours

   It is the Principal’s responsibility to arrange for the student to access an educational program to continue with their education whilst suspended. A formal appeal process is granted for disciplinary absences 11-20 days.

8. **Suspensions (charge related)**

   Suspension may be considered where behaviour constitutes one or more of the following grounds under s.282 of the Education (General Provisions) Act:
   - the student is charged with a serious offence (as defined in the Commission for Children Young People and Child Guardian Act 2000);
   - the student is charged with an offence, other than a serious offence and the principal is reasonably satisfied it would not be in the best interests of other students or staff for the student to attend the school while the charge is pending
9. **Exclusion.**
   Exclusion is only to be considered if suspension is inadequate to deal with the student’s disobedience, misbehaviour, conduct or risk. Exclusion may be considered where behaviour constitutes one or more of the following grounds under s.292 of the Education (General Provisions) Act:
   - persistent disobedience
   - misbehaviour
   - conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school
   - conduct that adversely affects, or is likely to adversely affect, the good order and management of the school
   - the student’s attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school
   - the student has been convicted of an offence and the principal is reasonably satisfied it would not be in the best interests of other students or of staff for the student to be enrolled at the school

10. **Cancellation of enrolment of a student.**
    Principal to consider that the behaviour of the student who is older than the compulsory school age amounts to a refusal to participate in the educational program provided at the school. (A child is of compulsory school age if the child is at least 6 years and 6 months and less than 16 years of age. However a child is no longer of compulsory school age if the child has completed Year 10).
## Schoolwide Behaviour Expectations Matrix for Students

Every child, every day!

<table>
<thead>
<tr>
<th>SCHOOL CONTEXTS</th>
<th>MY JOB. Be a Learner.</th>
<th>SOCIETY. Be Respectful.</th>
<th>SAFETY. Be Safe.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ALL SETTINGS</strong></td>
<td>Every day, every lesson, everyone is responsible for their learning.</td>
<td>Every day, every lesson, everyone follows society’s rules, treating people &amp; property with respect.</td>
<td>Every day, every lesson, everyone is keeping self and others safe</td>
</tr>
<tr>
<td>including all extra-curricular events (School Sport, Music)</td>
<td>• Attend school all day, everyday</td>
<td>• Represent yourself and your school positively</td>
<td>• Walk safely, sensibly &amp; quietly to, from &amp; around school</td>
</tr>
<tr>
<td></td>
<td>• Be prepared for learning</td>
<td>• Follow directions from all staff</td>
<td>• Keep hands, feet &amp; objects to self</td>
</tr>
<tr>
<td></td>
<td>• Allow teachers to teach</td>
<td>• Wear a clean and neat school uniform</td>
<td>• Follow all safety procedures</td>
</tr>
<tr>
<td></td>
<td>• Allow students to learn</td>
<td>• Use school appropriate language</td>
<td>• Report all safety concerns to staff</td>
</tr>
<tr>
<td></td>
<td>• Be timely</td>
<td>• Tell the truth</td>
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<td></td>
<td>• Do your best at all times</td>
<td>• Be reliable</td>
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<td></td>
<td></td>
<td>• Use good manners</td>
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<td></td>
<td></td>
<td>• Be a problem solver</td>
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<tr>
<td></td>
<td></td>
<td>• Care for the environment &amp; all property</td>
<td></td>
</tr>
<tr>
<td><strong>Classrooms Office Library</strong></td>
<td>• Use your Diary</td>
<td>• Listen to the speaker</td>
<td>• Use classroom equipment safely</td>
</tr>
<tr>
<td></td>
<td>• Follow your Timetable</td>
<td>• Take turns to speak</td>
<td>• Keep stairs, verandahs &amp; paths clear</td>
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<tr>
<td></td>
<td>• Keep work space tidy &amp; organised</td>
<td></td>
<td>• Hand mobile phone in to the office</td>
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<td></td>
<td>• Ask for help when needed</td>
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<tr>
<td></td>
<td>• Follow classroom rules, routines &amp; expectations</td>
<td></td>
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</tr>
<tr>
<td><strong>Playground</strong></td>
<td>• Co-operate and include others</td>
<td>• Follow rules and play fairly</td>
<td>• Play school approved games</td>
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<td></td>
<td></td>
<td>• Use High-5</td>
<td>• Use sports and play equipment safely</td>
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<td>• Play and eat in designated areas</td>
<td>• Be Sunsafe</td>
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<tr>
<td></td>
<td></td>
<td>• Bring healthy food</td>
<td>• Use bubblers &amp; drinking troughs appropriately</td>
</tr>
<tr>
<td><strong>Toilets</strong></td>
<td>• Use toilets before and after lessons</td>
<td>• Respect others privacy</td>
<td>• Be hygienic</td>
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<tr>
<td></td>
<td>• Use toilets appropriately</td>
<td></td>
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<tr>
<td><strong>Parade Community Events</strong></td>
<td>• Sit quietly in your class group</td>
<td>• Respectfully acknowledge award winners &amp; guests</td>
<td></td>
</tr>
<tr>
<td><strong>Buses School Crossings</strong></td>
<td>• Wait patiently for the bus</td>
<td>• Follow instructions of bus driver</td>
<td>• Wear seat belts</td>
</tr>
<tr>
<td></td>
<td>• Follow instructions of bus driver</td>
<td>• Stay seated when the bus is moving</td>
<td>• Use school crossing in the correct manner</td>
</tr>
<tr>
<td><strong>CAMPS</strong></td>
<td>To be determined for each individual camp</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Before &amp; After School</strong></td>
<td>• Be on school grounds with permission only</td>
<td>• Report to coaches / staff at the required time for after school sports training</td>
<td>• Obey road rules</td>
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<tr>
<td></td>
<td></td>
<td>• Walk bikes/scooters/skateboards in school grounds</td>
<td></td>
</tr>
</tbody>
</table>

Accept responsibility for your actions.
Accept consequences of your actions.
**Student Recognition Process**

This document is an overview of all of the **positive behaviour incentives** that are on offer at Mitchell State School.

<table>
<thead>
<tr>
<th>Positive Behaviour Incentives</th>
<th>Purpose: “Catch students doing good!”</th>
<th>Criteria: Schoolwide Behaviour Expectations Matrix</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Individual</strong></td>
<td>To recognise and acknowledge students who have demonstrated consistent effort and behaviour in the classroom. To encourage more students to aspire to improve their effort and behaviour.</td>
<td>My Job, Society and Safety</td>
<td>Whole school setting</td>
</tr>
<tr>
<td>• Praise</td>
<td></td>
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<tr>
<td>• Positive words &amp; gestures</td>
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<tr>
<td>• Postcards, emails, phone calls to parents</td>
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<tr>
<td><em>FREE &amp; FREQUENT!</em></td>
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<tr>
<td><strong>Gotcha’s</strong></td>
<td>To provide immediate recognition &amp; further encouragement for students displaying expected behaviours.</td>
<td>My Job, Society and Safety, Rule of the Week</td>
<td>Playground Uniform</td>
</tr>
<tr>
<td>• Gotcha Card P-3</td>
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<tr>
<td>• Uniform Gotchas P-10</td>
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<tr>
<td><strong>Teacher Rewards</strong></td>
<td>To reward and acknowledge students who have demonstrated consistent attendance, effort and behaviour in the classroom. To encourage more students to aspire to improve their attendance, effort and behaviour.</td>
<td>My Job, Society and Safety, Wear correct uniform, Attend school all day everyday, Vivo Categories</td>
<td>Whole school setting</td>
</tr>
<tr>
<td>• Sticker charts, certificates, raffle tickets, star charts, Bingo</td>
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<tr>
<td>• Attendance awards</td>
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<td>• Uniform awards</td>
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<tr>
<td>• “Worker of the Week” award</td>
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<td>• Years 3-10 VIVO!</td>
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<tr>
<td><strong>MiGoals</strong></td>
<td>To recognise and reward students who have achieved their set Personalised Learning Plans (PLPs) goals in Reading &amp; Attendance.</td>
<td>Achievement in Reading, Attainment in Attendance</td>
<td>Classroom</td>
</tr>
<tr>
<td>• Certificate</td>
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<td>• Postcard</td>
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<td>• Titans 4 Tomorrow – I Can</td>
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<tr>
<td><strong>MiBand (Prep-7)</strong></td>
<td>To reward students who attend 85% or more each term, and meet the minimum school behaviour expectations each day</td>
<td>My Job, Society and Safety</td>
<td>Prep-Y7</td>
</tr>
<tr>
<td>• Term 1 - Wristband</td>
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<td>• Term 2 - Bookmark</td>
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<td>• Term 3 – Lanyard, Bandana</td>
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<td>• Term 4 – Funky pencil</td>
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<tr>
<td>• Celebration Night – Fish Pin</td>
<td></td>
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<tr>
<td><strong>Principal Awards</strong></td>
<td>To recognise and acknowledge students who consistently meet school expectations for behaviour and effort and aspire for leadership positions To reward students who consistently attend school in correct uniform.</td>
<td>My Job, Society and Safety, Rule of the week, Behaviour Profile on One School, Attendance Profile on One School</td>
<td>Whole school setting</td>
</tr>
<tr>
<td>• Student Leadership</td>
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<tr>
<td>• Attendance</td>
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<td></td>
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<tr>
<td>• Uniform</td>
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<tr>
<td>• Gotchas</td>
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<tr>
<td>• Breakfast Club</td>
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</tr>
<tr>
<td>Positive Behaviour Incentives</td>
<td>Purpose: “Catch students doing good!”</td>
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<td>Place</td>
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<tr>
<td></td>
<td>• To encourage more students to aspire to attend school in correct uniform. • To acknowledge students who show good manners at Breakfast Club</td>
<td></td>
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<tr>
<td><strong>Attendance: 92%</strong></td>
<td>• To recognise students who consistently attend school. • To encourage students to consistently attend school. • To celebrate students who consistently attend school &amp; their families who support them.</td>
<td>• My Job, Society and Safety • Attendance</td>
<td>Whole school setting</td>
</tr>
<tr>
<td>• Individual: postcard, certificate, PLP Goal</td>
<td>• Weekly: Whole class attendance trophy • MiCafe 100% (end of term) • Awards night 100% (end of year)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>School representation</strong></td>
<td>• To reward students who have achieved 85% attendance with the honour of representing the school. • To reward students who consistently follow behaviour expectations with the honour of representing the school.</td>
<td>• My Job, Society and Safety 2014 – 85% 2015 – 90% 2016 – 92%</td>
<td>Whole school setting</td>
</tr>
<tr>
<td>• Leadership positions</td>
<td>• Instrumental Music • School Sport including Rugby League &amp; Netball • Camps &amp; Excursions</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>School Celebration &amp; Awards Night</strong></td>
<td>• To reward and acknowledge students who have demonstrated excellence and consistency during the year. • To encourage students to aspire to excellence in their effort and behaviour.</td>
<td>• Behaviour Profile on One School • Academic Profile on One School • Sporting records</td>
<td>Whole school setting</td>
</tr>
<tr>
<td>• Academic, Behaviour, Sporting, Cultural, Indigenous, Attendance, ANZAC, All-Rounder.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Better Choices = Better Life
Better Behaviour = Better Learning
STUDENT REFERRAL PROCESS

Teachers use Essential Skills of Classroom Management and proactive strategies

Students who demonstrate inappropriate MINOR behaviours:
1. Reminder (establish expectation and give instruction)
2. Time Out (in class, up to 10 mins)
3. Buddy Class for remainder of lesson (remove student from classroom & peers, must remain in instructional environment / safe place)
4. Student returns from Buddy Class and meets with referring teacher (Follow through). Process:
   - Restorative Questioning
   - Detention (lunchtime 20 mins OR after school 30 mins, catch up on instructional tasks)
   - Engage support of Senior Teacher / BST.
   - Contact Parent (teacher or student phone call).
   - Incident recorded on OneSchool.
   - Student placed on “Individual Behaviour Support Plan” for one week.
     This is a supportive tool used by both the student & teacher to monitor student behaviour.
     Communication MUST OCCUR between teacher-student-parent DAILY for one week.
   - Student must demonstrate evidence of achieving behaviour goal set in IBSP.

Students who demonstrate no improvement even when on an Individual Behaviour Support Plan AND/OR student demonstrates MAJOR behaviours:

- Office Referral. An Office Disciplinary Referral is any instance when a child is removed from the instructional environment for demonstrating a major behaviour.

5. Suspension 1-10 days
   - Return to school. Formal re-entry & restoration process.
   - Student placed on Discipline Improvement Plan for a minimum of three (3) weeks.
     Case Manager nominated. Community Service Intervention may be nominated.

OR

6. Suspension 11-20 days
   - Return to school. Formal re-entry & restoration process.
   - Student placed on a Discipline Improvement Plan for a minimum of three (3) weeks.
     Case Manager nominated. Community Service Intervention may be nominated.

OR

7. Exclusion or Cancellation of Enrolment (if in post-compulsory stage, over 16 years old)

Multiple minor or major behaviours displayed in a single incident, for eg, (1) not complying with learning expectations (not doing school work), (2) swearing at a teacher, (3) possession of mobile phone, may be used as factors in determining severity and length of suspensions. 2 days+2 days+2 days = 6 day suspension.

Decisions made relating to student suspension will be based on:
- student’s individual circumstances such as the student’s behaviour history, disability, mental health & wellbeing, religious & cultural considerations, home environment & care arrangements; personal characteristics: age, physical demeanour, attitude
- principle of procedural fairness
- welfare of student, staff and other students in determining if a student’s behaviour warrants a suspension
- in circumstances where safety of students or staff is considered to be at risk, immediate suspension pending further decision about what appropriate action should follow
- previous behaviour history; “one off” or “ongoing” behaviour; intent
- eye witness accounts; other circumstantial evidence
- students will be managed accordingly to age and year level, and severity of incident; consequences will be dependent and managed according to age and year level and severity of incident. A differential approach will be used.
- the final decision on Student Disciplinary Absences stands with the Principal who may choose to consult with regional Office personnel for provision of advice.
<table>
<thead>
<tr>
<th>Minor Behaviour (managed by all staff)</th>
<th>Major Behaviour - Office Disciplinary Referral (managed by Senior Teachers, Principal, Regional Office, Police)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Defiance</td>
<td>Defiance Continued refusal to follow directions, talking back and / or socially rude interactions.</td>
</tr>
<tr>
<td>Physical Misconduct</td>
<td>Physical Misconduct Actions involving serious physical contact where injury may occur (eg physical fight, hitting, punching, kicking, scratching etc)</td>
</tr>
<tr>
<td>Misconduct involving an object</td>
<td>Misconduct involving an object Actions involving serious physical contact using an object where injury may occur (eg, hitting someone with an object with the intent to cause harm)</td>
</tr>
<tr>
<td>Verbal misconduct / Inappropriate language</td>
<td>Verbal Misconduct Verbal messages that involve swearing or use of words in an inappropriate way directed at other individual or group. Inappropriate / Abusive / Sexual / Racist / Foul Language With intent to defame, harm, slander, demoralise</td>
</tr>
<tr>
<td>Disruptive</td>
<td>Disruptive Repeated behaviour causing an interruption in a class or playground. (eg Yelling or screaming, disrupting games, sustained out of seat behaviour etc.)</td>
</tr>
<tr>
<td>Refusal to participate with program of instruction</td>
<td>Refusal to participate with program of instruction Student continually refuses to participate in classroom activities and causes major disruption for the teaching and learning of the class. (eg, student repeatedly refuses to follow the routine/expectations of the classroom and may verbalise non-compliance, e.g. I'm not doing that, and/or move themselves away from the rest of the class).</td>
</tr>
<tr>
<td>Non-compliant with routine</td>
<td>Non-compliant with routine Student persistently refuses to participate in classroom and / or school routine and does so without showing respect (e.g. Student may go straight out to play and refuse to sit down during eating time, Student may refuse to go to class when directed by a staff member, wearing a cap)</td>
</tr>
<tr>
<td>Property Misuse</td>
<td>Property Misconduct Student engages in an activity that results in substantial destruction or disfigurement of property. Vandalism.</td>
</tr>
<tr>
<td>Dress Code</td>
<td>Dress Code Refusal to comply with school dress code (can suspend for non-compliance and defiance)</td>
</tr>
<tr>
<td>Safety</td>
<td>Safety Student engages in frequent unsafe activities where injury may occur.</td>
</tr>
<tr>
<td>Dishonesty</td>
<td>Major Dishonesty Student delivers message that is untrue and / or deliberately violates rules and/or harms others</td>
</tr>
<tr>
<td>Mobile Phone &amp; other electronic/digital devices</td>
<td>Mobile Phone &amp; other electronic/digital devices Mobile phone &amp;/or other electronic/digital device used inappropriately that brings disrepute to the school, staff, students (eg chat, message, Facebook, Social Media sites photo). Refusal to hand phone in to the office when directed.</td>
</tr>
</tbody>
</table>

Any student on a suspension is ineligible to represent the school at any event, whether school-based or extra-curricular. This is imposed until after the student re-entry meeting. Students on a Behaviour Support Plan or Discipline Improvement Plan, not meeting Behaviour Expectations, are not eligible to represent the school or participate in extra-curricular events.
Relate problem behaviours to expected school behaviours
When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

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

Should problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour. It is important to note if patterns of minor behaviours occur as they could potentially lead to major behaviour issues, for example, a student may be non-compliant (a minor behaviour issue in itself), but a consistent pattern of non-compliance could lead to a major concern.

Ensuring consistent responses to problem behaviour
At Mitchell 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.

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

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

Follow through
If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students’ attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

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

Physical Restraint
Our school allows provision for the use of Physical Restraint, involving the manual restriction of a student’s movement for reasons of safety in cases where a student is behaving in a manner that is potentially injurious to themselves or others, or to prevent serious property damage. It is used only as an immediate or emergency response or as part of a student’s individual plan, including prevention of self-harming behaviours.
School staff are responsible for:

- using physical restraint
  - as an immediate or emergency response
  - as part of student’s individual plan, including prevention of self-harming behaviours when other options have been considered such as allowing the student to withdraw or move away, or moving other people from the situation
  - after considering the welfare of student, staff and other students
  - with such force as is reasonable under the circumstances
  - in conjunction with teaching and reinforcement of alternative appropriate behaviour
- developing strategies to deal with situations involving the use of physical restraint by
  - using risk management procedures
  - following procedures in accordance with Code of Conduct
  - following the Student protection procedure
- considering any issues that might exacerbate the situation such as
  - body language, tone of voice or facial expressions
  - student’s sensitivity to sounds or touch
  - student’s methods of communication
- assuming a calm demeanour to avoid escalating student’s behaviour
- maintaining appropriate observation or monitoring of student during and after incident of physical restraint

**Record keeping**

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- OneSchool Behaviour Incident report
- Health and Safety incident record
- Debriefing report (for student and staff)

Any incident relating to either positive or managed student behaviour must be recorded on OneSchool in a timely and accountable manner. Vivo is also used for Years 3-10 students to record positive behaviour.

**7. Network of student support**

Students at Mitchell State School are supported by:

- Parents / Caregivers
- Teachers, Teacher Aides
- Support Staff
- Principal & Head of Department
- Columboola Environmental Education Centre
- Guidance Officer
- School Chaplain
- School Based Youth Health Nurse
- Youth Support Coordinator
- Peers

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
- Kids Helpline
- DISCO
- Local Council
- Neighbourhood Centre
- Nalingu
- Youth Support Co-ordinator
- Titans “I Can”

**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.

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

9. Authority

- *Education (General Provisions) Act 2006 (Qld) Chapter 12*
- *Education (Strengthening Discipline in State Schools) Amendment Bill 2013 (IP) Act 2009*

10. Related policies

*The Code of School Behaviour*
- Statement of Expectations for a Disciplined School Environment
- Student Protection
- Accidents, Incidents and Incident Investigations
- Criminal Code Act 1899
- Code of Conduct for the Queensland Public Service
- Department of Education, Training and Employment Standard of Practice
- Health, Safety and Wellbeing Policy Statement
- Managing Risks in School Curriculum Activities
- Work Experience Placements for School Students

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

11. Some related resources

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

*Endorsement*

Principal: Mrs Carol Ann Coonan
P&C President: Mr Seamus Filan
A/Assistant Regional Director: Mr David Ballin

Effective Date: 06 March 2014
Appendix

The Use of Personal Technology Devices* at School
* Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, IPods® and devices of a similar nature.

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. These devices also cause general distraction and/or disruption to student learning. Students are expected to hand Personal Technology Devices to school staff and may be collected at the end of the day from the school office. 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.

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

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

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

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 bullying1 or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:
- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

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

1 Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to QPS.

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

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

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

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

**Special Circumstances Arrangement**
Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Principal.
Appendix Education Queensland has a policy titled: “Appropriate Use of Mobile Telephones and other Electronic Equipment by Students” which states that schools can make reasonable rules about the acceptable or appropriate use of mobile telephones (and other electronic equipment) at school. If you would like to have a copy of this policy, please contact the Principal.

MITCHELL STATE SCHOOL PERSONAL MOBILE DEVICE ACCEPTABLE USE POLICY

Mobile phones and other electronic equipment, for example MP3/MP4 Players, iPods, iPads, cameras, laptop computers, DVD players, games devices (PSPs, Gameboys), (including those with Bluetooth functionality), are not allowed in students’ possession during the school day unless specifically and appropriately incorporated into the learning program (including those with capacity to record images/footage). These devices can distract students from learning and listening attentively to teachers’ instructions. They may also reduce the school’s ability to provide a duty of care in protecting students from inappropriate text messages, music and images.

Students who use devices such as mobile phones & other electronic equipment on their way to and from school are to hand them into the Office for safekeeping during the school day.

Students are required to hand in their phones to the School Office voluntarily upon arriving at school and to collect them at 3:00pm. Students not complying with the processes for mobile phones will be disciplined according to our school’s Code of Behaviour and the Responsible Behaviour Plan for students.

In the event that a personal mobile device is found in the student's possession, whether on their person or in a school bag, the student/s will be:
• asked to take the phone/s to the office, and
• a parent/guardian will need to come to school and collect the phone/device at the end of the day.

If the student refuses to hand the phone in to the office, the action taken will include:
• parent/s will be notified,
• student disciplinary action taken in accordance with the Responsible Behaviour Plan for Students.

If the Principal becomes aware that devices have been used to capture and distribute images of violence, malice, provocation (sexual or other) etc and the images have been uploaded to a website or distributed through social networks, appropriate disciplinary action will be taken in accordance with our school’s Code of Behaviour and the Responsible Behaviour Plan for Students. This will include steps being taken by the Principal to seek removal of the inappropriate material.

The Office staff is happy to pass on messages from home to students during the school day. Very few things are of an urgent nature that children must be notified immediately during school time. The school understands that parents may wish to contact students in relation to family matters or emergencies; however, these may distract or even distress the student. If such an event occurs, these matters should always be directed to the School Office so the appropriate support and assistance can be given to students by staff.

Students are more than welcome to use the Office phone, free of charge, if a call needs to be made home at any stage during the day.

Students may take personal mobile devices on school camps (at the camp co-ordinator’s discretion). The guidelines for their use will be discussed for each camp individually and Policy Guidelines developed for each camp. Consequences for not following rules for the safe use of personal mobile devices at camps will be in accordance with the specific Camp Personal Mobile Device Guidelines. This is also viewed as a safety precaution for older students who are allowed to be independent of the teachers for some camp activities.

No liability will be accepted by the school in the event of loss, theft or damage to any device unless it can be established that the loss, theft or damage resulted from the department's negligence. Personal mobile devices are used at their owners' risk.

This policy will be reinforced every day.
Appendix

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

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

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

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

4. Bullying may be related to:
   - race,
   - religion or culture
   - disability
   - appearance or health conditions
   - carers or children in care.

5. At Mitchell State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid 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 Mitchell State School are an addition to our already research-validated schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention
Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:
   - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
   - All students know the 3 school rules (My Job, Safety, Society) 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 nonclassroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms. This also includes areas outside of the immediate school grounds.
• All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the nonclassroom areas of the school.
• A high level of quality active supervision is a permanent staff routine in the nonclassroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the nonclassroom areas.

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

9. An initial introductory lesson is delivered, which 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.

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

11. 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 Mitchell State School takes care to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.

12. Mitchell State 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.

**Five Fingers – Dealing with Bullying**

Mitchell State School has adopted the **Five Fingers Approach to Dealing with Bullying**. This process is used to provide strategies to students who are being bullied. It involves students taking positive action if they feel they are being bullied and when implemented consistently should help to build resilience towards bullying.

To **stop bullying**, we teach students to:
1. Ignore
2. Talk friendly
3. Walk away
4. Talk firmly
5. Report

To **avoid bullying**, we teach students to:
1. Stay
2. Play in a group
3. Play near adults
4. Look confident
5. Challenge bullying

These strategies and processes work together to enable Mitchell State School to create a caring, productive and safe environment that promotes teaching and fosters learning.
Appendix

MITCHELL STATE SCHOOL DRESS CODE
As per legislated DETE Policy & Procedure Register Student Dress Code 21/03/2013

A student dress code consists of an agreed standard and items of clothing, which may or may not include a school uniform that state school students wear when:
- attending or representing their school
- travelling to and from school
- engaging in school activities out of school hours.

Student dress codes provide clothing that aims to contribute to a safe and supportive teaching and learning environment through:
- ready identification of students and non-students at school
- fostering a sense of belonging
- developing mutual respect among students by minimising visible evidence of economic or social differences.

Student dress codes reflect school community standards and are consistent with occupational health and safety, anti-discrimination legislation and the Sun Safety Strategy.

Student dress codes offer gender neutral uniform options for all students.
Student dress codes clearly explain and document standards of acceptable or reasonable dress in relation to:
- clothing worn by students, including headwear and footwear
- other aspects of personal presentation of students.

Acceptable or reasonable dress refers to clothing or apparel that would be socially acceptable, although it might not conform to the school’s student dress code. Inappropriate dress refers to clothing or apparel worn by students that is deemed to be:
- offensive
- likely to disrupt, or negatively influence normal school operations;
- unsafe for student or others
- likely to result in a risk to health and safety of student or others.

Student dress codes incorporate strategies to accommodate special needs and circumstances of students and strategies for managing non-complying students. A student’s non-compliance with school’s student dress code requirements is not grounds for suspension, exclusion, or cancellation of enrolment from school. For behaviour other than non-compliance with student dress code, principals follow actions outlined in the Safe, Supportive and Disciplined School Environment.

Schools with dress codes impose sanctions on a once only basis per episode of non-compliance. Sanctions are reflective of the severity and recentness of the non-compliance and are limited to one of the following:
- imposing a detention for a student during lunch or after school (if after school, inform parents before detention occurs)
- preventing student from attending, or participating in, any activity for which student is representing school, or
- preventing student from attending or participating in any school activity that is not an essential school educational program.

Schools provide their Student Dress Code policy to parents at the time of enrolment as part of the Enrolment Agreement.

Where there are individual cases of conflict with student dress codes, or persistent failure of a student to uphold the code, or a student is inappropriately dressed:
- item/s from a bank of clothing/uniforms held at school is offered
- take action that prevents risk to student or others, or action that maintains normal school operations
- inform student’s parents or carers of incident and discuss further with parents or carers, representatives of school and student to prevent a recurrence
- implement a process of conflict resolution or mediation if student persistently wears inappropriate dress after discussions have been held with parents or carers.

Where a student is reasonably dressed, but does not conform to student dress code, principals:
- offer appropriate item/s from bank of clothing/uniforms held at school
- inform parents or carers of incident and, if necessary, discuss further
- use, together with representatives of school community, appropriate conflict-resolution or mediation if student persistently fails to observe student dress code.
Mitchell State School Uniform
All School Uniforms are available for purchase from the Office. The P&C sell uniforms at cost price to parents as a service delivery.

- Polo shirt in the school colours of gold, royal blue and maroon
- Polo sports shirts (blue & red)
- Royal blue shorts (mid length), skirt, skorts
- Wide brim hat/Bucket Hat (caps are not acceptable or allowed at school as they are not sunsafe)
- Winter uniform jackets
- Winter uniform track pants
- Royal blue zip-up vests
- Royal blue leggings / tights
- Sneakers or closed-in school shoes with socks (not available for sale)

Makeup & Jewellery
The wearing of jewellery is not encouraged as it can cause distractions from studies and are also safety risks in some daily school activities and classes. Studs and/or sleepers may be worn in the ears as well as a wrist watch on the arm. Students who have studs/sleepers in other parts of the body (eg nose, eyebrows and belly) are asked not to wear them to school or have them taped as a safety precaution. If parents have requests in relation to their child being permitted to wear a particular item of jewellery on the basis of medical, religious, cultural or other grounds, this will have to be made in consultation with the Principal.

No makeup or fingernail polish is to be worn at school or on school-related activities (apart from stage make-up for specified arts activities).

Students who have drawn on any part of their body will be asked to clean themselves before being permitted to go to classes. Body Art is not permitted.

Students with long hair must have this tied back for comfort, concentration, health and safety reasons. In some subjects this is a mandated requirement and students will be refused entry into these classes if they choose not to comply.

Footwear
All students will wear appropriate footwear to school. Appropriate footwear is enclosed shoes with socks. Safety regulations require the wearing of correct footwear in Science, HPE, Home Economics/Kitchen and Manual Arts. Again for safety reasons, thongs or scuffs will not be permitted as everyday wear. Students who cannot wear the appropriate footwear for whatever reason will be denied access to certain class and lunchtime activities. In the case of students injured and unable to wear shoes, teachers will make appropriate provision for their learning. (A note should be provided from home).

SPORTS UNIFORM:
OXLEY. Light blue polo shirt with royal blue shorts/skirt
FLINDERS. Red polo shirt with royal blue shorts/skirt

INTERSCHOOL SPORTS UNIFORM
When competing at Roma & District sporting events, the standard school uniform will be worn.

SWIMMING UNIFORM. Sunsafe swim/rash top or t-shirt must be worn with swimming togs for all students

Please support the wearing of a full uniform. Students always look smarter and can be identified as part of our school especially with other school groups. It is sun-safe and the wearing of a uniform encourages school pride in the community.

At the P&C Meeting held on 05 June 2013, a motion was moved that the P&C support the school in ensuring all students wear the full, correct uniform. Jeans are no longer acceptable. Girls can wear blue tights under their skirts/skorts/shorts.
Debriefing Report

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

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

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

Debriefing should provide information on:

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

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

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

Questions for staff:

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

Questions for student:

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

For students who have language or communication difficulties the debriefing process will need to be modified to accommodate their specific receptive and expressive needs.