Merrimac State School’s Responsible Behaviour Plan for Students based on The Code of School Behaviour

1. Purpose
Merrimac State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values. Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

Merrimac State School’s Responsible Behaviour Plan is underpinned by the School-Wide Positive Behaviour Support program (SWPBS). Proactive strategies are used to teach students the school rules and reinforce behaviour expectations so all students know that they are SAFE, RESPONSIBLE, LEARNERS. Staff, students and the community identify and reinforce existing positive behaviours to increase the frequency and reoccurrence of appropriate behaviour.

2. Consultation and data review
Merrimac State School developed this plan in consultation with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held during May and December 2013. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2010 to 2013 also informed the development process. The Plan was endorsed by the Principal, the President of the P and C, the Chair of the School Council and the Assistant Regional Director of Schools in December 2013, and will be reviewed in 2016 as required in legislation.

3. Learning and behaviour statement
All areas of Merrimac 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. Effective learning is the product of effective teaching. If teachers are able to successfully integrate the conditions of effective teaching into their repertoire of practice they will create classroom environments that engage students, cater for individual differences and enable students to be challenged and stimulated. By providing a challenging and supportive environment we are doing our best to prepare students to contribute effectively to society in the 21st century.

Effective learning is also reliant on good discipline which needs to be internalised rather than imposed from the outside. Self-discipline is a learned process and at Merrimac State School we strive to create qualities to enable every child to face the future with confidence. In partnership with our school community, our school plan has been developed and refined through the introduction of School Wide Positive Behaviour Support (SWPBS). Establishing clear and responsive expectations and rules with an emphasis on positive outcomes, allows students to develop in a supportive environment compatible with our community values and expectations.
Merrimac's SWPBS is grounded in the knowledge that the beliefs, practices and
dependencies of all school community members can, and do, influence student
behaviour and learning. To enable this we consciously develop and maintain an
environment where students are Safe, Respectful Learners. Merrimac State
School's community is a place where;
• Data is consistently evaluated to drive programs within the school
• Young minds are challenged, innovation and creativity are promoted, risk-taking
is encouraged and mistakes are accepted as opportunities for learning;
• Children are encouraged to develop a love of learning and to grow to their
potential as learners in an ever-changing world and where there is strong
integration of ICT’s across all Key Learning Areas to engage 21st Century
learners.
• All staff are committed to providing the best possible education programs and
are prepared to be accountable for this;
• Qualities such as co-operation, consideration, courtesy, mutual respect
and responsibility are developed and expected as a basis for effective
citizenship;
• Safety and feeling valued are characteristics of our child-centred setting;
• Parents are encouraged to be strong partners in their children’s education and
to work with the school to develop and maintain responsible behaviour;
• All members understand their roles, rights and responsibilities;
• Consequences are applied in a fair, developmental and responsive manner to
help develop and maintain appropriate personal behaviours;
• Modelling and specific skilling are strategies that are used to reduce and solve
conflict;
• Talents, passions and interests of students are considered and nurtured by
engaging them in a broad range of learning activities including co-curricular,
camping, and excursion programs that offer learning in academic, sporting and
cultural arenas;
• Students access an extended school leadership program including playground
leaders, class captains, student council leaders, school student leaders, sports
and music captains;
• Intervention team members and teaching staff provide program support for
identified students such as students with a disability, learning, social, emotional
and/or behavioural difficulties;
• Gifted and talented students are identified and are given access to appropriate
extension programs.

Merrimac State School's community believes that all members of our school
community have the right to learn and teach in a safe, supportive environment
and to be treated with respect by other students, staff and community members.
The SWPBS approach gives priority to the establishment of systems that support
the implementation of evidence-based behaviour support practices and
procedures. This approach focuses on the interactive process of organisational
improvement around four key elements:
Outcomes: Academic and behaviour targets that are endorsed and emphasised
by students, families and educators
Practices: Interventions and strategies that are evidence-based that will support
student behaviour
Data: Information that is used to identify behaviour level, need for change and
effects of interventions which supports decision making
Systems: Supports that are needed to enable the accurate and durable
implementation of the practices of SWPBS.
SWPBS at Merrimac considers multiple points of support:

School Wide Settings: Consistent behavioural expectations and support for all students and staff across all school settings that together serve as the foundation for classroom and individual student behaviour support.

Classroom Settings: Expectations, routines, structures and practices for presenting curriculum, designing instruction and managing social climate of classroom environments that serve as the basis for individual student support planning.

Individual Students: Intensive and individualised behaviour intervention planning based on function-based behaviour assessments and implementation for students who are unresponsive to school-wide interventions.

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

- Universal behaviour support

At Merrimac we focus on establishing and reinforcing expected student behaviour through explicit teaching while supporting students that have been identified with unacceptable behaviours. It is expected that all students at Merrimac will engage willingly in all lessons that are taught and will demonstrate behaviours that enable our school to operate effectively. Through consistent teaching of our rules, our students act safely, responsibly, respectfully and demonstrate that they are learners whilst they are at Merrimac State School.

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

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:
- Be Safe
- Be Respectful
- Be a Learner

Our school rules have been agreed upon and endorsed by all staff and our P and C. They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour.

The School-wide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

**Merrimac State School’s Rules and Expected Behaviours Matrix**

<table>
<thead>
<tr>
<th>Safe</th>
<th>Respectful</th>
<th>Learner</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Everywhere</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Keep hands, feet and objects to yourself</td>
<td>• Use manners</td>
<td>• Attend school every day</td>
</tr>
<tr>
<td>• Move safely</td>
<td>• Be kind and include others</td>
<td>• Try your best</td>
</tr>
<tr>
<td>• Follow school staff instructions promptly</td>
<td>• Take care of property</td>
<td>• Ask appropriate questions</td>
</tr>
<tr>
<td>• Own your behaviour</td>
<td>• Keep areas tidy and put rubbish in the bin</td>
<td>• Join in and attempt all learning experiences</td>
</tr>
<tr>
<td></td>
<td>• Represent your school with pride and wear your uniform</td>
<td>• Stay on task</td>
</tr>
<tr>
<td><strong>Learning Areas</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Use all equipment appropriately</td>
<td>• Follow instructions promptly</td>
<td>• Come to school on time and be prompt to class</td>
</tr>
<tr>
<td>• Sit safely on chairs</td>
<td>• Be an active listener</td>
<td>• Be prepared for learning</td>
</tr>
<tr>
<td>• Keep work areas organised</td>
<td>• Consider others’ points of view</td>
<td>• Contribute to learning activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Ask for clarification</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Persuade with challenging and new tasks</td>
</tr>
<tr>
<td><strong>Play Areas</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Wear your school hat</td>
<td>• Treat others as you would like</td>
<td>• Learn rules of games and play fairly</td>
</tr>
<tr>
<td>• Play in designated areas</td>
<td>• to be treated</td>
<td>• Try new games and sports</td>
</tr>
<tr>
<td>• Play safe games</td>
<td>• Look after gardens and wildlife</td>
<td>• Learn about each other and make new friends</td>
</tr>
<tr>
<td>• Leave lizards alone</td>
<td>• Invite others to join activities</td>
<td>• Be involved in activities</td>
</tr>
<tr>
<td>• Leave sticks and stones on the ground</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Before/After School</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Wait at the office until 8am</td>
<td>• Move directly to classroom areas</td>
<td>• Do your homework</td>
</tr>
<tr>
<td>• Report straight to the bus, gate or OSHC after school</td>
<td>• Speak and act quietly outside rooms</td>
<td>• Take school equipment into class with you</td>
</tr>
<tr>
<td>• Stay off forts and play areas before and after school</td>
<td>• Be helpful and welcome visitors</td>
<td>• Use your time wisely by reading and revising work</td>
</tr>
<tr>
<td>• Keep off bikes, skateboards and scooters in school grounds</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Covered Areas/Walkways</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Keep to the left on pathways</td>
<td>• Walk quietly outside classrooms, administration and tuckshop</td>
<td>• Move quickly and quietly to Class</td>
</tr>
<tr>
<td>• Walk quietly and safely on concrete</td>
<td>• Share under cover areas</td>
<td></td>
</tr>
</tbody>
</table>
Merrimac State School's Responsible Behaviour Plan for Students

<table>
<thead>
<tr>
<th>Happening around you</th>
<th>Technology/Social Media</th>
<th>Excursions/Incursions/Social Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keep your log on, passwords and social media profiles private</td>
<td>Use safe and age appropriate social media</td>
<td>Keep noise down when travelling</td>
</tr>
<tr>
<td>Block and report inappropriate comments</td>
<td>Use friendly language</td>
<td>Show respect for people in the community</td>
</tr>
<tr>
<td>Communicate only with people you know</td>
<td>Talk positively about others</td>
<td>Listen attentively to speakers</td>
</tr>
<tr>
<td>Use appropriate sites</td>
<td></td>
<td>Take notes if needed</td>
</tr>
</tbody>
</table>

Positive Behaviour Focus and Awards:

Merrimac State School's Responsible Behaviour Plan places significant emphasis on positive achievement and positive acknowledgement. A strong focus is placed on encouraging, recognising and rewarding positive behaviour. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. Merrimac's POSITIVE AWARDS are evidenced through the use of:

Classroom Gold Cards and Senior Raffle
Playground Tickets and Raffle Draw
Students of the Week and Students of the Month Awards
Term Merit Certificates
Term Platinum Cards and Rewards
Yearly Principal Excellent Certificates

<table>
<thead>
<tr>
<th>Classroom</th>
<th>Playground</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 1</td>
<td>Acknowledgment</td>
</tr>
<tr>
<td></td>
<td>Recognition</td>
</tr>
<tr>
<td>Stage 2</td>
<td>Class certificates/wards</td>
</tr>
<tr>
<td></td>
<td>Gold Cards</td>
</tr>
<tr>
<td></td>
<td>Stickers</td>
</tr>
<tr>
<td></td>
<td>Wall Charts</td>
</tr>
<tr>
<td>Stage 3</td>
<td>Students of the week</td>
</tr>
<tr>
<td></td>
<td>Student of the Month</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Stage 4</td>
<td>Platinum Card - awarded each term for students who have not received more than 1 level during the term either in the playground or the classroom.</td>
</tr>
<tr>
<td></td>
<td>Merit Certificate - awarded each term for students who have not accumulated more than 6 points (excluding Level 18)</td>
</tr>
<tr>
<td></td>
<td>Principal Excellence Certificate - Awarded at the end of year for students who have not received any levels throughout the year.</td>
</tr>
<tr>
<td></td>
<td>Behaviour Improvement Award - Awarded each term to students who have demonstrated significant improvement in their behaviour</td>
</tr>
</tbody>
</table>

BEHAVIOUR POINT:

Merrimac State School places major emphasis on promoting and acknowledging positive behaviour. The school maintains a strong belief that emphasis and acknowledgement of positive behaviour promotes a strong incentive for all students to aspire for recognition.

Queensland Government

Template Version Control: July 2012
**Targeted behaviour support**

Each year a small number of students at Merrimac State School are identified through our data as needing a little bit of extra in the way of targeted behaviour support. In most cases the problem behaviours of these students may not be regarded as severe, but the frequency of their behaviours may put these students' learning at risk if not addressed in a timely manner.

Through our Support Services Committee, students are identified for a range of behavioural intervention programs:

- Social skills programs run through the Special Needs Program, by the Guidance Officer and/or School Chaplain;
- Individual Lunchtime Programs including Supported Play and lunch time clubs;
- Regional intervention and support programs which may include the Leo Program, Titans Learning Centre, Coral House and Alternative School settings.

**Intensive behaviour support**

At Merrimac State School all students who are considered to be "seriously at risk" of significant educational under-achievement due to their inappropriate behaviours are supported using a proactive problem-solving approach. In all instances an Individual Behaviour Management Plan (IBMP) is developed. This approach is developed in consultation with administration, class teachers and Support Services Committee members and support teachers.

A functional analysis approach to assess behavioural problems is adopted involving a systems approach, which looks at the 'whole' child.

Case management:

The case manager for each student who is identified as "seriously at risk" should be the class teacher. However a support team approach is adopted with staff working collaboratively. Students who are considered to be at risk and have experienced an array of severe management strategies, such as suspension or exclusion, should proceed through a systematic assessment procedure.

This may include:

- Collation of data which gives an overview of (a) problematic behaviours and (b) consequences implemented i.e. detentions, suspensions etc.
- Referral for discussion at the school support services meeting (held weekly)
- Referral to Guidance Officer for assessment and preliminary behavioural support
- Referral to Advisory Visiting Teacher or outside agencies
- Full team collaboration to undertake a behavioural assessment and develop an IBMP including modifications and strategies to support the child’s learning and behaviour.
All behaviour that is contrary to school and classroom procedures will be managed based on the individual/s involved. Parents of the child/children involved will be informed of major breaches of behaviour and consequences and will be encouraged to be actively involved in supporting positive outcomes for the child/children concerned.

5. Emergency responses or critical incidents

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. Critical incidents will be referred to a member of the leadership team for them to manage in the following ways to defuse the situation:

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.

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/her or to others.
Appropriate physical intervention may be used to ensure that Merrimac 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.

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

It is important that all staff understand:

- Physical intervention cannot be used as a form of punishment
- Physical intervention must not be used when a less severe response can effectively resolve the situation
- The underlying function of the behaviour.

Physical intervention is not to be used as a response to:

- Property destruction
- School disruption
- Refusal to comply
- Verbal threats
- Leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- Be reasonable in the particular circumstances,
- Be in proportion to the circumstances of the incident
- Always be the minimum force needed to achieve the desired result, and
- Take into account the age, stature, disability, understanding and gender of the student.

Record keeping

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained on the school-wide data base.
6. Consequences for unacceptable behaviour

When students do not take advantage of redirection, Merrimac State School has a formal Level System as a consequence for behaviour beaches. Levels 1-3 are in response to Minor Behaviours. Levels 4-10 are in response to Major Behaviours:

**SUMMARY AND FLOWCHART OF BEHAVIOUR LEVELS:**

### CLASSROOM

| LEVEL 1 | Warning
| --- | ---
| More than one Level 1 affects end of term Award |

| LEVEL 2 | Warning/Timeout - In Class
| --- | ---
| L2 Reflection Sheet (5-10 mins) |

| LEVEL 3 | Timeout - In Class
| --- | ---
| L3 Reflection Sheet (20 mins) |

| LEVEL 4 | External Timeout
| --- | ---
| One session / remainder of session in buddy class
| L4 Reflection Sheet - One detention
| Parents advised through Parent Advice Letter (PAL) |

| LEVEL 5 | External Timeout - two sessions in buddy class
| --- | ---
| L5 Reflection Sheet - two detentions
| Parents advised through Parent Advice Letter (PAL) |

| LEVEL 6 | External Timeout - three sessions in buddy class
| --- | ---
| L6 Reflection Sheet - three detentions
| Parents advised through Parent Advice Letter (PAL) |

| LEVEL 7 | External Timeout
| --- | ---
| 1+ days in buddy class and/or administration
| L7 Reflection Sheet - four detentions/lunch supervision in administration
| Parents advised through Parent Advice Letter (PAL) |

| LEVEL 8 | Suspension
| --- | ---
| 1-5 days - Parents and student advised through official suspension letters |

| LEVEL 9 | Suspension
| --- | ---
| 6-20 days - Parents and student advised through official suspension letters
| Re-entry meeting conducted on return to school |

| LEVEL 10 | Suspension with Proposal to Exclude
| --- | ---
| Parents advised through official letter |

### PLAYGROUND

| LEVEL 1 | Warning
| --- | ---
| More than one Level 1 affects end of term Award |

| LEVEL 2 | Warning/Timeout (short)
| --- | ---
| Blue Seat timeout (5-10 mins) |

| LEVEL 3 | Warning/Timeout (long)
| --- | ---
| Blue Seat timeout (10-20 mins) |

| LEVEL 4 | One detention - L4 Reflection Sheet
| --- | ---
| Parents advised through Parent Advice Letter (PAL) |

| LEVEL 5 | Two detentions - L5 Reflection Sheet
| --- | ---
| Parents advised through Parent Advice Letter (PAL) |

| LEVEL 6 | Three detentions - L6 Reflection Sheet
| --- | ---
| Parents advised through Parent Advice Letter (PAL) |

| LEVEL 7 | Three detentions - L7 Reflection Sheet
| --- | ---
| Placement in Supervised Play for repeated behaviours
| Parents advised through Parent Advice Letter (PAL) and/or Supervised Play Placement letter |

| LEVEL 8 | Suspension
| --- | ---
| 1-5 days - Parents and student advised through official suspension letters |

| LEVEL 9 | Suspension
| --- | ---
| 6-20 days - Parents and student advised through official suspension letters
| Re-entry meeting conducted on return to school |

| LEVEL 10 | Suspension with Proposal to Exclude
| --- | ---
| Parents advised through official letter |

Student Disciplinary Absences will be imposed only after all other responses have been considered.
## Minor and Major Behaviours:

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Safe</th>
<th>Respectful</th>
<th>Learner</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classroom</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Minor</strong></td>
<td>Out of seat; minor physical contact (pushing and shoving)</td>
<td>Calling out; not following instructions; minor disobedience; minor insolence or rudeness; minor teasing; excluding others from activities; inappropriate language; incorrect use of equipment; minor dishonesty or stealing</td>
<td>Off-task; distracting others; interfering with others' learning; not being punctual to start lessons</td>
</tr>
<tr>
<td><strong>Playground</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Minor</strong></td>
<td>Rough play; interfering with wildlife; playing in gardens; unsafe play - running on concrete; no hat in outdoor areas; failing to eat in designated areas; playing in the toilet and using the toilet inappropriately; not walking bikes, scooters or skateboards in the school grounds</td>
<td>Minor disobedience; minor insolence or rudeness; minor teasing; littering; not following instructions; excluding others from games and activities; incorrect use of equipment or property; minor dishonesty or stealing; bringing non-approved toys or equipment to school; playing non-approved games</td>
<td>Not following the rules of the game and causing conflict</td>
</tr>
<tr>
<td><strong>Classroom</strong></td>
<td>Persistent ongoing minor behaviours; failure to attend class after breaks and special classes; aggressive behaviour or language; leaving an area of instruction without permission; throwing objects in class; sexualised behaviour; possession of or selling drugs</td>
<td>Persistent ongoing minor behaviours; major dishonesty or theft; offensive language/gestures; major disobedience, insolence or rudeness; cyber bullying; vandalism or major misuse of property; use of mobile phones or other electronic devices without authorisation</td>
<td>Persistent ongoing minor behaviours; behaviours that seriously affect the ability of students to learn; inappropriate use of computers, internet services and devices; truancy</td>
</tr>
<tr>
<td><strong>Playground</strong></td>
<td>Persistent ongoing minor behaviours; being in out of bounds areas or leaving the school without permission; aggressive behaviour or language; fighting, bullying and ongoing teasing; dangerous play; sexualised behaviour; minor toilet infractions leading to areas being unusable by others; possession of a weapon; possession of or selling drugs</td>
<td>Persistent ongoing minor behaviours; major dishonesty or theft; involving others to bully/tease; major disobedience, insolence or rudeness; offensive language/gestures; vandalism; use of mobile phones or other electronic devices without authorisation</td>
<td>Persistent ongoing minor behaviours</td>
</tr>
</tbody>
</table>

NB. Please see appendices for further school policies including bullying, cyber-bullying, use of personal mobile devices and possession of knives, weapons or dangerous items.
7. Network of student support

The network for support at Merrimac State School includes the involvement of a team of personnel and agencies. This network includes, but is not limited to:

- School teaching and support staff
- School leadership team
- Parents/Carers
- School Guidance Officer
- District Senior Guidance Officer
- Advisory Visiting Teachers
- Support Services Committee
- School Chaplain

All students are initially supported by their class teachers and an administration member. Where ongoing or significant matters of a concern require more specialised or intensive support, the student will be referred to the SWPBS team or the Support Services Committee for appropriate action. This committee provides support to students who require more targeted or intensive support. The committee consists of the School Guidance Officer, Deputy Principals, Teacher in Charge of Special Education Services, Support Teacher Literacy and Numeracy, Classroom Teachers, Speech Pathologist, Chaplain, and the Differentiation Mentor. The school also accesses district support staff.

Government agencies such as Child and Youth Mental Health Service, Department of Communities, Department of Child Safety, Queensland Health Services and Juvenile Aid Bureau also work closely with the school to provide support when necessary.

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. Merrimac 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

Merrimac State School recognises students' right to:

- express opinions in an appropriate manner and at the appropriate time
- work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
- receive adjustments appropriate to their learning and/or impairment needs.
9. Related legislation

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

10. Related departmental procedures

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

11. Some related resources

- National Safe Schools Framework
- Working Together resources for schools
- Cyber-safety and schools resources
- Bullying. No way!
- Take a Stand Together

Endorsement

[Signatures]
Principal
P&C President or Chair, School Council
Principal's Supervisor

Date effective:

from 1 Jan 2013 to 31 Dec 2015
Appendix 1

Merrimac State School Bullying Policy including Cyber-bullying

**Definition of Bullying:**
Bullying is typically repeated and intentional hurt inflicted on someone by words or actions of another person or group to exert power.

**Identifying Bullying - What might bullying look like?**

1. Repeated verbal threats and cruelty
   - Name calling and persistent teasing
   - Ridiculing another person's appearance, physique or actions

2. Repeated physical threats and cruelty
   - Punching, pushing, poking, shoving, spitting etc.
   - Deliberate property damage

3. Repeated indirect threats and cruelty
   - Malicious gossip, spreading of rumours
   - Deliberately hiding property
   - Ignoring and persistent exclusion from friendship circles, social exclusion

4. Cyber-bullying
   - Deliberate inappropriate use of mobile phones, text messaging and internet communications

**Taking Action - When bullying occurs, what should be done?**

**By the students**
- Initially use appropriate responses to solve the problem such as walk away, ignore
- Seek intervention by reporting bullying to a teacher, support staff or parent
- Demonstrate positive bystander behaviour and tell a teacher, support staff or parent if they see another student being bullied
- Never ignore the situation

**By the parent**
- Model appropriate behaviour at all times
- Support the school's philosophy
- Watch for signs of your child being bullied
- Encourage your child to adopt the anti-bullying strategies taught at school
- Instruct your child to immediately tell a teacher or support staff if they are bullied
- Inform the school immediately of any suspected bullying

**By staff**
- Model appropriate behaviour at all times
- Reassure the individual that bullying is unacceptable
- Listen to the student and ask what you can do to help
- Act appropriately to the student’s concern by use of an intervention tool
- Provide advice, intervene and monitor
FLOWCHART FOR DEALING WITH BULLYING:

Class Teacher Referral

- Bullying incident reported to class teacher

- Class teacher interviews the student being bullied and the student/s initiating the bullying

- Agreement established as to appropriate and desired behaviour and consequences outlined should the behaviour continue (win: win approach)

- Class teacher regularly reviews the situation with both the student/s initiating the bullying and the student being bullied

- If bullying has ceased class teacher to monitor on a regular basis

- Class teacher records details in One School with a referral to administration

Administration Referral

- Bullying incident reported to administration

- Administration interviews the student being bullied and the student/s initiating the bullying

- Agreement established as to appropriate and desired behaviour and consequences outlined should the behaviour continue (win: win approach)

- Administration regularly reviews the situation with both the student/s initiating the bullying and the student being bullied — initially twice weekly, then weekly and then periodically

- If bullying has continued appropriate consequences applied and parent/s informed

- Administration records details in One School and informs the class teacher
Cyber bullying is inappropriate online behaviour which occurs either inside or outside the school which impacts on student well-being and/or the good order and management of the school.

FLOWCHART FOR DEALING WITH CYBER BULLYING:

<table>
<thead>
<tr>
<th>Managing an In School Incident</th>
<th>Managing an Out of School Incident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incident reported to administration</td>
<td>Incident reported to administration</td>
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<tr>
<td>Administration investigate the incident</td>
<td>Administration investigate the incident</td>
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<tr>
<td>↓</td>
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<tr>
<td>Consequences applied including loss of internet or network access, detentions, timeout and/or suspension</td>
<td>Parents contacted and interview arranged</td>
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<tr>
<td>↓</td>
<td>↓</td>
</tr>
<tr>
<td>Referral to out of school and/or in school support services</td>
<td>Referral to out of school and/or in school support services</td>
</tr>
<tr>
<td>↓</td>
<td>↓</td>
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<tr>
<td>Parents informed of the incident</td>
<td>Parents requested to apply consequences and school related consequences also considered</td>
</tr>
<tr>
<td>↓</td>
<td>↓</td>
</tr>
<tr>
<td>Incident recorded in One School</td>
<td>Incident recorded in One School</td>
</tr>
</tbody>
</table>
Appendix 2

Use of Mobile Phones and Other Electronic Devices
Mobile phones are only permitted at school when left at the school office or in the care of the classroom teacher. Phone calls are not to be made or taken during the school day without the prior consent of the Principal. Any student who is permitted to use a mobile at school accepts to use the mobile phone in an appropriate manner. Electronic devices such as Game Boys and I-Pods are not permitted at school unless for an approved curriculum activity.

<table>
<thead>
<tr>
<th>BEHAVIOUR POINT:</th>
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<tbody>
<tr>
<td>Mobile phones, toys and electronic devices brought to school without permission will be removed from students and parents/carers will be requested to collect from the school office.</td>
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</tbody>
</table>

Use and Access to Learning Technology
Students accessing the information services agree to the following terms and conditions and agree to:
- follow all staff instructions regarding the use and activities on any computers in the computer system network and abide by the standard computer classroom rules
- take great care of all resources related to the systems and acknowledge the consequences of damage caused
- display mature, responsible and courteous behaviour
- only access appropriate information which is relevant to class studies and educational research
- be responsible for the maintenance of home folders on the network and not abuse the use of system space or consumable resources such as printing costs
- report any faults/damage immediately to teachers as soon as they are observed or as they occur
- respect all account privacy of the other users of the system
- ensure any information in any format sent out of the system shows that students are positive ambassadors for Merrimac State School and that sent information will not contain any inappropriate or offensive content

Students accessing the information services agree to the following terms and conditions and agree not to:
- attempt to change the set-up of any hardware or software that is part of the computer system
- use any disks or CDs on the system unless authorised to do so by a teacher
- divulge usernames or passwords to any person/s
- use any computer facilities without permission of a teacher or other authorised personnel

Students acknowledge that it is a privilege, not a right, to have use of the system. Breaking any of the rules below may lead to immediate disqualification or temporary withdrawal of computing and Internet privileges for short or long term periods. All misdemeanours relating to the use of computing resources will be dealt with in accordance with Merrimac State School's Behaviour Management Policy with levels applied according to the inappropriate access or usage.

<table>
<thead>
<tr>
<th>BEHAVIOUR POINT:</th>
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<tr>
<td>Failure to use internet, email or network services appropriately will lead to cancellation or suspension of access and application of behaviour levels</td>
</tr>
</tbody>
</table>

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Appendix 3

Weapons, Knives or Dangerous Items at School

There is a prohibition of students bringing knives, weapons and dangerous items into Merrimac State School. Any item that may cause danger to persons or property on the school site will be confiscated. Dangerous items confiscated will be reported to the appropriate personnel e.g. Parent, Regional Director, Child Safety Officers, Police.

A thorough investigation will occur by a member of the administrative team to source all information prior to making a student disciplinary decision. The outcome of this investigation will be discussed with the parent at a specially convened meeting at the conclusion of the investigation.