1. Purpose
At Moggill State School, we believe that a student's educational outcomes are maximised when they are provided with a safe, supportive learning environment in which they have the opportunity to engage in quality learning experiences and acquire the skills and values supportive of their lifelong wellbeing.

Our school community is able to provide that environment through the implementation of our Responsible Behaviour Plan.

The purpose of our Responsible Behaviour Plan is to create and maintain a peaceful, positive, productive learning environment in which ALL school community members have a clear and consistent set of expectations and understandings of their roles in the educational process.

2. Consultation and data review
Moggill State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through School Behaviour, strategic, and P&C meetings held during 2014. We also surveyed parents, staff and students.

A review of the following important data sets for this school was conducted: attendance, unexplained absences, suspensions and exclusions, behaviour incidents including bullying and cyber bullying. Other inappropriate online behaviour including inappropriate use of mobile phones or other electronic devices from 2009-2013 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director in August 2014, and will be reviewed in 2015 as required by legislation.

3. Learning and behaviour statement
All areas of Moggill State School are learning and teaching environments.

We consider the Responsible Behaviour Plan to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs.

Moggill State School is a caring school. We recognise also that we need the support and assistance of our parents/caregivers and the wider Moggill community in order to achieve the best possible behavioural outcomes for our students.

In our Responsible Behaviour Plan, we make plain to everyone our shared expectations of student behaviour.

We believe the following:

1. It is reasonable to have high expectations of our students and that they will act, at all times, in a manner that will bring credit to themselves, their families and to Moggill State School.
2. Individuals, of whatever age, are capable of taking responsibility for their behaviour and making choices to do the right thing.

3. Behaviour is learned and that when behaviour is inappropriate or unacceptable it is possible to turn things around and learn more acceptable behaviours.

4. Behaviour management in school should aim to promote self-discipline and create an environment which prevents the development of negative behaviours.

In this context, our preferred approach to behavioural consequences is restorative rather than punitive.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours and for keeping students safe from harm. It outlines our mechanisms for responding to inappropriate or unacceptable behaviours.

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

- Be respectful
- Be responsible
- Be safe
- Be in the right place at the right time

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 Code of School Behaviour.

In addition, Moggill State School uses Pathways to Peace® to provide children and adults with the tools to implement the four School Rules.

Pathways to Peace® (See Appendix 14) is a series of processes designed to promote peaceful, non-violent ways of interacting, which in turn, will promote the development of peaceful, positive relationships. Based upon a proactive, preventative philosophy, Pathways to Peace® seeks to change or enhance settings by focussing upon the positive, the appropriate and the acceptable in terms of behaviour, whilst reducing the negative, the inappropriate and the unacceptable. Anti-social behaviour is reduced or prevented by extending the abilities and skills of children (and adults) to deal with problems, difficulties or threatening behaviour in positive ways.

Pathways to Peace® promotes the development of positive self-concept and self-esteem in individuals, by enabling individuals to take responsibility for their own behaviours. At the same time, the climate created nurtures the development of positive, peaceful problem-solving skills, increases levels of self-discipline and raises levels of resilience (the capacity to cope) in individuals.
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Universal Behaviour Support

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

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

<table>
<thead>
<tr>
<th>SCHOOL RULES</th>
<th>BE RESPECTFUL</th>
<th>BE RESPONSIBLE</th>
<th>BE SAFE</th>
<th>BE IN THE RIGHT PLACE AT THE RIGHT TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEACE CODE</td>
<td>CARE FOR MYSELF AND OTHERS SPEAK KINDLY</td>
<td>DO THE RIGHT THING TURN THINGS AROUND BE A PEACEMAKER</td>
<td>FIND HELP BE BRAVE</td>
<td>DO THE RIGHT THING</td>
</tr>
<tr>
<td>ALL AREAS OF THE SCHOOL</td>
<td>• Respect the personal space and property of others.</td>
<td>• Use equipment appropriately</td>
<td>• Show consideration for rights, feelings, safety and property of others</td>
<td>• Be on time</td>
</tr>
<tr>
<td></td>
<td>• Care for equipment</td>
<td>• Keep hands, feet and objects to yourself</td>
<td>• If feeling hurt, upset or uncomfortable find help from someone you trust</td>
<td>• Follow instructions straight away</td>
</tr>
<tr>
<td></td>
<td>• Clean up after yourself</td>
<td>• Take responsibility for your own actions</td>
<td></td>
<td>• Respond to all bells</td>
</tr>
<tr>
<td></td>
<td>• Use polite language at all times</td>
<td>• Be honest</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Wait your turn</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CLASSROOM</td>
<td>• Walk</td>
<td>• Be prepared</td>
<td>• Raise your hand to speak</td>
<td>• Be on time</td>
</tr>
<tr>
<td></td>
<td>• Sit still</td>
<td>• Complete set tasks</td>
<td>• Be a good listener</td>
<td>• Follow instructions immediately</td>
</tr>
<tr>
<td></td>
<td>• Enter and exit room in an orderly manner</td>
<td>• Take an active role in classroom activities</td>
<td>• Talk in turns</td>
<td>• Remain on task</td>
</tr>
<tr>
<td></td>
<td>• Respect school property</td>
<td>• Keep work space tidy</td>
<td></td>
<td>• Be on time</td>
</tr>
<tr>
<td></td>
<td>• Respect others rights to learn</td>
<td>• Be honest</td>
<td></td>
<td>• Respond to all bells</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Play fairly</td>
<td>• Ask permission to leave room</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Take turns</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Invite others to join in the game</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Be sun safe - wear a broad brimmed hat</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Stay in designated play areas</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Be on time</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Follow instructions immediately</td>
<td></td>
</tr>
<tr>
<td>PLAYGROUND</td>
<td>• Participate in school approved games</td>
<td>• Be a problem solver</td>
<td>• Play fairly</td>
<td>• Only use under teacher supervision</td>
</tr>
<tr>
<td></td>
<td>• Respect the space of others</td>
<td>• Return equipment to appropriate place at the end of breaks</td>
<td>• Take turns</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Hands are for helping not hurting</td>
<td></td>
<td>• Invite others to join in the game</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Care for the environment</td>
<td></td>
<td>• Be sun safe - wear a broad brimmed hat</td>
<td></td>
</tr>
<tr>
<td>STAIRWELL</td>
<td>• Rails are for hands</td>
<td>• Walk peacefully so that others are not disturbed</td>
<td>• Move safely in single file</td>
<td>• Only use with permission</td>
</tr>
<tr>
<td></td>
<td>• Carry items</td>
<td>• Walk in an orderly line</td>
<td>• Walk one step at a time</td>
<td>• Only use with partners during class time</td>
</tr>
<tr>
<td></td>
<td>• Keep passageways clear at all times</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Keep left</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOILETS</td>
<td>• Respect privacy of others</td>
<td>• Use toilets during breaks</td>
<td>• Walk to and from toilets</td>
<td>• Park bikes in racks and leave immediately</td>
</tr>
<tr>
<td></td>
<td>• Respect school property</td>
<td>• Use facilities appropriately</td>
<td>• Wash hands</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Use appropriate noise level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUS LINES/ BIKE RACKS</td>
<td>• Use own bikes/scooters only</td>
<td>• Enter school using correct gates</td>
<td>• Wait your turn</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Walk bikes/scooters to the gate</td>
<td>• Leave school promptly</td>
<td>• Keep your belongings nearby</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Wait inside the gate until the bus stops</td>
<td>• Have your name marked on the bus roll</td>
<td>• Have your bus pass ready</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Use the lights for crossing roads safely</td>
<td></td>
</tr>
</tbody>
</table>

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

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.
Moggill State School implements the following proactive and preventative processes and strategies to support student behaviour:

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Behaviour Leadership team members’ regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Moggill State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff each fortnight and a simple handout outlining schools expectations will be given out.
- Individual learning plan developed with students, parents and relevant specialists (where appropriate) for students who demonstrate repeated inappropriate or unacceptable behaviour to provide a personal framework of positive behaviour expectations and actions and to enable staff to provide consistent strategies or adjustments across all learning environments.
- Implementation of specific policies to address:
  - the use of personal property technology devices at school (Appendix 1) Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
  - procedures for preventing and responding to incidents of bullying (including cyberbullying and recording incidents for data collection) (Appendix 2)
  - procedures regarding the use or possession of weapons including knives and any other items that could be considered a weapon in school (Appendix 3).
  - At the beginning of each term each rule will be the focus for a week.

Reinforcing expected school behaviour

The behavioural expectations in the playground and the classroom are made explicit through our posters in every classroom and learning area. This is outlined in Appendix 12 and 13. At Moggill State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Moggill State School Positive Notice:

1. Staff members hand Gotcha cards out each day to students they observe demonstrating appropriate behaviours; following school rules in the playground. When they ‘catch’ a student following the rules they can choose to give them a Gotcha card. (Appendix 8) When students are given a Gotcha card they drop the card in the designated coloured box in the School administration block. Each Monday at parade the Principal/ Deputy Principal draws from the submitted cards and these students are issued with a tennis ball and certificate. Those students’ names are then published on the Gotcha board in the weekly newsletter.
2. Weekly “Student of the Week” certificates are handed out and celebrated on parade.
3. Each individual class have reward systems in place for whole class, small groups and individuals.

Responding to unacceptable behaviour

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others. Moggill State School has a 5 stepped behaviour plan for classroom behaviour. (See Appendixes 4 and 11). Each student who behaves inappropriately will move through the 5 steps;

1. Rule reminder
2. 5 mins time out in home classroom
3. 10 mins time out and complete a plan in home classroom
4. Time in a buddy classroom
5. Office

At Moggill State School we use the “Pathways to Peace” program to provide the students with the “tools” to follow the rules. The “Tools” are seven key messages that are explicitly taught to students and used as a shared language in all areas of the school community.

Tools/ Key Messages:
1. Care for myself and others
2. Do the right thing
3. Be Brave
4. Speak Kindly
5. Find help
6. Be a Peacemaker
7. Turn things around

For incidences of bullying, students are encouraged to use the “High 5” resource of strategies. (see Appendix 9)

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 change their behaviour so that it aligns with our school’s expectations as outlined in the “School Wide Expectations Teaching Matrix”

Our preferred way of re-directing low-level problem behaviour is to ask them how they might be able to act more safely, more respectfully or more responsibly. 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.

In order to ensure all staff use consistent language when dealing with behaviour, staff are encouraged to use the green language cards. (See Appendix10)

Targeted behaviour support: Moggill State School Support Program
Each year a small number of students at Moggill State School are identified through our data as needing extra support in the way of targeted behavioural support. In most cases the inappropriate or unacceptable behaviour may not be immediately regarded as severe, but the frequency of their behaviours may put these students’ learning and social success at risk if not addressed in a timely manner. The students will be tracked through class checklist and playground recording sheets.

Students identified are referred to the Moggill State School Student Support Team, have their needs discussed and appropriate adjustments are put in place. This may include a referral to the A.V.T at a case meeting with all stakeholders including; Guidance Officer, STLAN, and Chaplain. Where required, adjustments are made to the Program through academic support, adult mentoring or intensive social skills training.

The Moggill State School Student Support Program is coordinated by the Student Services Team with active administrator support and staff involvement. All staff members are provided with opportunities to access professional development of current intervention modules. The referral process is done through the completion of a Student Support Referral form. The Student Support Team meets on a fortnightly basis to review referrals.

Intensive behaviour support: Student Services Team
Moggill State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in
consultation with parents/ caregivers and other relevant specialist staff. The Student Support Team:
- works with other staff members to develop appropriate behaviour expectations and strategies
- monitors the impact of support for individual students through continuous data collection
- provides consistent strategies and adjustments outlined within the Individual Learning Plan

The Student Support Team has a simple and quick 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. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school’s administration and specialist behaviour services staff.

5. Consequences for inappropriate or unacceptable behaviour

Moggill State School makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours through the “Pathways to Peace” program on an ongoing basis. When these behaviour incidents occur, it is important that consequences are predictable and immediate. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

We have a stepped classroom behaviour plan that is located in every classroom and has consistent consequences followed by all teachers. The administration are able to use Reflection Room forms (Appendix 5) to record all minor and major problem behaviour. If a student is referred to the Reflection Room they may be asked to complete a Reflection Room Plan (Appendix 7) and the parents are notified either by phone or by using the Reflection Room letter of attendance (appendix 6). Behaviour incidents may also be recorded on One School. A record Reflection Room referrals are kept by admin electronically in a recording tracking sheet to identify students for assistance by the school based team.

Minor and major behaviours

When responding to behaviour incidents, the staff member determines if the problem behaviour is minor or major, with the following agreed understanding:
- **Minor** behaviour incidents are handled by staff members at the time it happens
  - The teacher uses professional judgement according to the Classroom Behaviour Plan
- **Major** behaviour incidents are referred directly to the school Administration team

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

**Minor** problem behaviours may result in the following consequences:
- a minor consequence logically connected to the inappropriate 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 detention for work completion.
- A suggested amount of time in the Reflection Room
- a re-direction process where a staff member takes the student aside and:
  1. names the behaviour that student is displaying
  2. asks student to name expected school behaviour
  3. states and explains expected school behaviour if necessary
  4. gives positive verbal acknowledgement for expected school behaviour.

**Major** behaviours are those that:
- significantly violate the rights of others
- put others / self at risk of harm
require the involvement of school Administration.

Major behaviours result in an immediate referral to school Administration because of their seriousness. When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. The staff member then sends the student to Administration with a Reflection Room referral form and two buddies. A report of the student’s behaviour is recorded on One School by administration.

Major unacceptable behaviours may result in the following consequences:

- **Level One**: Parent contact, Time out, detention (see Safe, Supportive and Disciplined School Environment procedure for guidelines), loss of privilege, restitution, warning regarding future consequence for repeated or persistent inappropriate behaviour, referral to the Reflection Room.
- **Level Two**: Parent contact, referral to Guidance Officer, referral to Student Services Team, referral for specialist behaviour services, suspension from school, behaviour improvement conditions.
- **Level Three**: Students who engage in serious unacceptable behaviours such as major violent physical assault or the use/supply or possession of weapons (including knives) or drugs may receive a Behaviour Improvement Condition or a School Disciplinary Absence (suspension or proposal/recommendation for exclusion) as a consequence of unacceptable behaviour.

**Definition of consequences**

| Time out | A principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down. During time out, student is to be supervised and given an opportunity to rejoin class in intervals of no more than 10 minutes. |
| Detention | A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations. A detention is no more than 20 minutes during school lunch or 30 minutes after school (parent will be contacted before after school detention is imposed). |
| Temporary Removal of Property | A principal or staff member of Moggill State School has the power to temporarily remove property from a student, as per the procedure Temporary Removal of Student Property by School Staff. |
| School Disciplinary Absences (SDA) | |
| Suspension | A principal may suspend a student from school under the following circumstances:  
- disobedience by the student  
- misconduct by the student  
- other conduct that is prejudicial to the good order and management of the school. |
| Behaviour Improvement Condition | A principal may impose a behaviour improvement condition if the principal is reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour.  
A Behaviour Improvement Condition requires the student to undertake a behaviour management program arranged by the school’s principal. The program must be:  
- reasonably appropriate to the challenging behaviour  
- conducted by an appropriately qualified person  
- designed to help the student not to re-engage in the challenging behaviour  
- no longer than three months. |
| Proposed exclusion or recommended exclusion | A student may be suspended pending a decision to exclude when the student’s behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:  
- disobedience |
Cancellation of enrolment

<table>
<thead>
<tr>
<th>misconduct</th>
</tr>
</thead>
<tbody>
<tr>
<td>other conduct that is prejudicial to the good order and management of the school, or</td>
</tr>
<tr>
<td>breach of Behaviour Improvement Conditions.</td>
</tr>
</tbody>
</table>

The enrolment of a post compulsory school age student may be cancelled if the student’s behaviour amounts to a refusal to participate in the educational program provided at the school.

*Refer to departmental procedure Safe, Supportive and Disciplined School Environment, for further details.

Relate inappropriate or unacceptable behaviour to expected school behaviours

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

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

Should an inappropriate or unacceptable behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Ensuring consistent responses to inappropriate or unacceptable behaviour

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

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

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

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

6. Emergency situation or critical incident responses

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe unacceptable behaviour. This consistency ensures that actions taken are responsive to the safety and well-being of students and staff.

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

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

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

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

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

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

Follow Up Strategies
- Restore normal school operations as soon as possible.
- Provide post incident opportunities that include:
  o Assisting any distressed student/s to access appropriate support, e.g. Guidance Officer.
  o Assisting the individual student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.
  o Recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.

Physical Intervention
Staff may make legitimate the use of physical intervention if all non-physical interventions have been exhausted and a student is:
- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

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

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

It is important that all staff understand:
- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:
- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

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

**Record keeping**
Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:
- Student Record of Incident on the One School system.

### 7. Network of student support

Students at Moggill State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:
- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- School Chaplain
- School Adopt a Cop

Support is also available through the following government and community agencies:
- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Neighbourhood Centre.

### 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.

Moggill State School considers the individual circumstances of students when applying support and consequences by:
- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account information relevant to the students’ age, gender, disability, cultural background, socioeconomic situation, mental health and wellbeing, emotional state (such as individualised learning plan or individual education plan), and
- recognising the rights of all students to:
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
o receive adjustments appropriate to their learning and/or impairment needs
o provide written or verbal statements that will be taken into consideration in the decision making processes
o ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.

9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Weapons Act 1990
- Work Health and Safety Act 2011
- Work Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related procedures

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

11. Some related resources

- School wide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses
- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
- Take a Stand Together
12. Endorsement

Effective Date: ........................... to ............................
Appendix 1

The Use of Personal Technology Devices* at School

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

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

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

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

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

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

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

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

Students must not record images anywhere.

Recording of events in class is not permitted.

A school student who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.
Even where consent is obtained for such recording, the school will **not tolerate images or sound** captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying\(^1\), including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

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

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

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

**Text communication**

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

**Assumption of cheating**

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

**Recording Private Conversations and the Invasion of Privacy Act 1971**

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

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

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\(^1\) Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Special Circumstances Arrangement
Students who require the use of a personal assistive technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

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

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

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

Purpose

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

2. There is no place for bullying in Moggill 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 Moggill 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
   - sexual orientation
   - sexist or sexual language
   - young carers or children in care.

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

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school wide universal behaviour support practices will be maintained at all times. This will ensure that:
   - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
   - All students know the four school rules and have been taught the expected behaviours attached to each rule in all areas of the school
   - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
   - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
   - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

9. Cyberbullying often does not occur at school. Students are explicitly taught Cybersafety for example how to safely conduct and internet search, what cyberbullying is and what they should do if they receive unwanted messages including for example:
   - Not to respond to messages but keep them to report to parents and/or teachers immediately
   - Report any instances they see as a bystander of cyberbullying to parents and/or teachers immediately.

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

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

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.

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

13. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Moggill 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’.

14. Moggill State School uses behavioural data for decision-making. The data for One School includes; contacts and incidents. 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.
WORKING TOGETHER TO KEEP MOGGILL STATE SCHOOL SAFE

We can work together to keep knives/weapons out of school. At Moggill State School:

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

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

What kinds of knife/weapons are banned?

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

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

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

How can parents help to keep Moggill State School safe?

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

If a student’s behaviour has been through the classroom processes and time out is required the teacher refers to the SCHOOLWIDE EXPECTATIONS TEACHING MATRIX to decide if it is a major or minor behaviour.

If it is a behaviour that:
- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration.
Then it is an immediate referral to admin on a Reflection Room form.

Admin decides the consequences and records this on One School. They then communicate to the outcome with class teacher and referring teacher.

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

If the student has completed the 5 steps in the classroom then the Reflection Room Referral is completed and sent to the office. Admin may choose to give the student time out in the Reflection Room.
Reflection Room Referral Form

Child’s name: ____________________ Date: __/__/__

Class: _____ Staff member referring: ______________

Time of incident:
○ Before school ○ Morning session ○ First break
○ Middle session ○ Second break ○ Afternoon session
○ After school

Place of incident: ______________________________

The behaviour being referred:
________________________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________________________

Student has been through the classroom stepped process:
○ yes ○ no

Is it a ○ major or ○ minor incident?
Dear __________________________.

This note is to inform you that __________________________ attended the Reflection room today and completed a reflection sheet. The behaviour they came for was __________________________

____________________________________________________

____________________________________________________

We are asking you to discuss this with your child, sign the form and return it to the office.

Thank you for your co-operation.

Mr Darren Marsh

Parents Signature: __________________________
Reflection Plan

Name: ____________________  Class: ________  Date: ________

1. Write out the school rules:
   - ______________________________________________
   - ______________________________________________
   - ______________________________________________
   - ______________________________________________
   - ______________________________________________

2. Was I doing the right thing:
   ______________________________________________

3. What did I do wrong?
   ______________________________________________
   ______________________________________________

4. Why was it wrong?
   ______________________________________________
   ______________________________________________

5. What will I do next time to turn it around?
   ______________________________________________
   ______________________________________________
   ______________________________________________
   ______________________________________________
   ______________________________________________

Signed: ____________________
GOTCHA
FABULOUS BEHAVIOUR

- I AM RESPONSIBLE
- I AM RESPECTFUL
- I AM IN THE RIGHT PLACE AT THE RIGHT TIME
- I ALWAYS PLAY SAFELY

NAME: ____________________
HIGH FIVE PROGRAM

What is High Five?

- It is an effective strategy to develop problem-solving strategies for our students.
- A whole school approach that can also eradicate bullying.
- It is a 5 step problem solving strategy that can be used in the classroom, in the playground and for perceived bullying incidents.

How to Implement High Five:

- High Five program takes 4/5 sessions to implement. *(One structured lesson/week for 4 – 5 weeks to teach the strategy)*
- Possible teaching strategies: Use a Y chart (looks like, feels like, sounds like); role play; listing different behaviours used by children to handle social problems into positive and negative examples; identify possible outcomes for each of the choices children may make (positive or negative) when handling a difficult situation
- All steps are modelled and taught through role play.
- Keep a High Five chart visible in your room and other relevant locations e.g. undercover areas, playground duty folder, poles along walkway and refer to it when reflecting on how students handled a difficult situation with another student.
Some points to note:

**Reporting Vs Dobbing:**
- Children need to know the difference between reporting and dobbing.
- **Reporting** is helping/getting yourself out of trouble.
- **Dobbing** is trying to get someone in trouble using a whiny voice.

**Reporting:**
- Children should in most circumstances attempt to problem-solve themselves first.
- Students should use a calm, clear voice for reporting.
- If unsuccessful after doing High Five steps see teacher or another adult.

**Asking an adult for support:**
Teacher/staff member dialogue should take the following format:
- Is this a serious problem?
- Is this your problem?
- What have you tried already to solve it? (Which High Five strategies have you used? What was the result?)
- Do you want a solution?
- What sort of solution do you want?

**Reporting straight away**
- If the issue involves **health** or **safety**, children are to report straight away to a teacher or other adult.
- They are not to solve problem themselves. e.g. Incidents of physical danger, child running out of school gates

**Reporting Phase**
Role of Staff Member reported to:
- **Investigate** and **discuss** incident with child.
- Refer to/advise Class Teacher if required (to keep them in the loop)
- Serious behaviours require a OneSchool referral to the Principal

Success occurs when children can not only *talk the talk* but *walk the walk*
Ignore
- Pretend you didn’t hear it.
- Do not make eye contact.
- Maintain positive body posture (calm, confident).
- Think positive self-esteem statements.
- Count to five in your head slowly.
- Take deep breaths.

Talk Friendly
- Use a calm voice.
- Maintain eye contact.
- Confident body language.
- Maintain relatively close body proximity.
- Use "I" statements – I feel . . . when you . . because….

Walk Away
- Stand tall, head up high.
- Mouth closed.
- Look confident.
- Do not use eye contact.
- Walk somewhere, preferably towards a congested area or to a safety zone (teacher).
- Do not look back. Walk confidently, don’t run.

Talk Firmly
- Eye contact, confident body language, relatively close
- Use an assertive voice, slightly raised.
- Tell them to stop it.
- Re-state your “I” statement. eg. I said . . . .
- State the consequences of continued bullying.

Report
- Walk away and tell a staff member using a reporting voice.
- Go to a safety zone.
- Bystanders - support and report.
- Report, report, REPORT until somebody listens.
How to HIGH FIVE:

Remember to:

- use a reporting voice (not a whiny one)
- report immediately if you feel unsafe.
When dealing with inappropriate behaviour
suggested process/ questions to use for consistency

What was happening?

Were you doing the right thing?

If student being physical: Were you caring for yourself and others? Did you find help?

If the student was using inappropriate language:
Were you speaking kindly?
Were you being a peacemaker?

If they are out of bounds or not using the equipment appropriately:
What were you thinking about when you ..?

Who has been affected by what you have done?

What do you need to do to turn things around?
Script for dealing with Behaviours:

1. What happened?
2. Were you doing the right thing?
3. (Select most appropriate :) 
   - Did you find help?
   - Were you caring for yourself and others?
   - Were you being a peace maker?
   - Did you speak kindly?
4. What do you need to do to turn things around?

Script for dealing with those affected by someone’s behaviours:

1. What happened?
2. Were you being brave?
3. Did you find help?
4. How are you feeling?
5. What do you think needs to happen to turn things around?

Every Student, Every Day Learning and Achieving
MSS Responsible Behaviour Zones

- Having a fantastic day
- Rule Reminder
- 5 mins time out in classroom
- 10 mins time out and complete plan that parents sign
- Reminder of session in a buddy class with work to do, teacher to make contact with parents
- Sent to the office with Reflection Room referral

EVERY student, EVERY day
Learning and Achieving
### Green Behaviours:

- **Getting Along**
  - Helping others
  - Solving problems calmly
  - Following rules
  - Being tolerant
  - Voluntarily picking up rubbish

- **Organisation**
  - Setting/achieving improvement goals
  - Time management
  - Having materials ready

- **Persistence**
  - Trying hard
  - Consistent effort
  - Improvement in a tough area

- **Confidence**
  - Accepting myself
  - Taking risks—trying something new
  - Having—a-go
  - Advocating appropriately for others

- **Resilience**
  - Bouncing back from disappointments
  - Looking for positives
  - Calming yourself down

### Amber Behaviours:

- **Talking inappropriately**
- **Calling out**
- **Fiddling**
- **Making noises**
- **Touching others e.g. poking, pushing**
- **Disrupting others**
- **Being in the wrong place**
- **Damaging property (mild)**

- **Exclusion**—leaving people out
- **Attention seeking**
- **Inappropriate language (minor)**
- **Lying**
- **Back chatting—answering back**
- **Refusing to follow directions (not involving student safety)**

### Red Behaviours:

- **Insolence**
- **Harming others**—hitting, kicking, punching, strangling, spitting on people
- **Physical fighting**
- **Vandalism/graffiti of school property**
- **Leaving the school grounds without permission**
- **Constant defiance**
- **Ongoing refusal to follow directions**
- **Stealing (with intent)**
- **Bullying: verbal, physical, written and cyber**
- **Swearing with intent**
- **Aggressive threatening**
- **Aggressive use of foul language**

### Consequence/s:

- **Rule Reminder**
- **Warning**
- **Time Out in Room**
- **Time Out in another room**

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### Appendix 1

**Moggill State School Classroom Behaviour**

**Behaviour Zones**

#### Green Behaviours:

- Getting Along
- Organisation
- Persistence
- Confidence
- Resilience

#### Amber Behaviours:

- Talking inappropriately
- Exclusion
- Calling out
- Attention seeking
- Fiddling
- Making noises
- Refusing to follow directions

#### Red Behaviours:

- Insolence
- Harming others
- Physical fighting
- Vandalism/graffiti of school property
- Leaving the school grounds without permission
- Constant defiance
- Ongoing refusal to follow directions
- Stealing with intent
- Bullying: verbal, physical, written and cyber
- Swearing with intent
- Aggressive threatening
- Aggressive use of foul language

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**Gerard R.**
## Behaviour Zones

### Moggill State School Playground Behaviour Code

#### Green Behaviours:
**Getting Along**
- Helping others
- Solving problems calmly
- Following rules
- Being tolerant
- Voluntarily picking up rubbish

**Organisation**
- Setting/achieving improvement goals
- Time management

**Persistence**
- Trying hard
- Consistent effort
- Improvement in a tough area
- Bouncing back from disappointments

**Confidence**
- Accepting myself
- Taking risks—trying something new
- Having—a-go
- Advocating appropriately for others

**Resilience**
- Bouncing back from disappointments
- Looking for positives
- Calming yourself down

**Consequence:**
- Playground Gotcha Praise

#### Amber Behaviours:
- Playing with/throwing sticks/stones
- Running on concrete
- No hat = No play
- Running through gardens
- Verbal fighting/inappropriate language/tone
- Not following instructions immediately
- Not being in the right place at the right time

**Consequence/s:**
- Rule Reminder
- Warning
- Walk with duty teacher
- Time Out in area
- Community service

#### Red Behaviours:
- Insolence
- Harming others—hitting, kicking, punching, strangling, spitting on people
- Physical fighting
- Vandalism/graffiti of school property
- Leaving the school grounds without permission
- Constant defiance
- Ongoing refusal to follow directions
- Stealing (with intent)
- Bullying: verbal, physical, written and cyber
- Swearing with intent
- Aggressive threatening
- Aggressive use of foul language

**Consequence/s:**
- Referral to Admin – Red Bench
- Reflection Room & Sheet
- Time Out from play
- Community Service
- Repeated Offences – Parent consultation, suspension/exclusion
Appendix 14

PATHWAYS TO PEACE®

1. Description:
- **Pathways to Peace®** is a long-term community based, violence reduction/crime prevention program. It is not a single plan or a single strategy or a single set of materials. **Pathways to Peace®** is a series of processes designed to assist in the creation, establishment, facilitation, implementation and evaluation of more peaceful ways of living and interacting in communities.
- **Pathways to Peace®** is a means to establish more peaceful ways of relating with our many environments (homes, early childhood settings, community, schools, services and agencies, clubs).
- **Pathways to Peace®** provides a common framework and a common language to assist individuals, families, early childhood settings, schools and community agencies to work cooperatively towards more peaceful, productive communities. It helps everyone to cope with the stresses of everyday life.
- **Pathways to Peace®** provide the means to increase levels of resiliency in individuals, families and communities.

2. Background:
In common with most modern industrialized societies, violence in its many forms is endemic in Australian society. Generally, governments have favoured exceptionalistic responses to identifiable socially unacceptable behaviour. There exist a wide range of government funded programs that are aimed at child rearing, parenting and educating, but these programs are targeted at changing individual behaviour and are reactive rather than proactive. There are few, if any, attempts to change the context in which individuals live their daily lives in order to reduce or prevent violence. No government has yet attempted widespread cultural change to reduce or prevent violence. **Pathways to Peace®** is a change agent and an agent for managing change. It is designed to promote cultural change in terms of all aspects of violence, including sexism and racism and to promote peaceful ways of relating and interacting. It is the key to reducing all forms of violence (including bullying) because it is the vehicle for changing attitudes, and ultimately, cultures. Part of the process is aimed at strengthening ways of avoiding or negotiating conflict, but only as part of a much wider development of positive self-concept and self-esteem for individuals, built on the basis of recognition, valuing and reward. **Pathways to Peace®** is unique in the sense that it utilizes children as the messengers to carry different behaviours and ways of interacting – that is, peaceful and non-violent - into the wider community. **Pathways to Peace®** seeks to become embedded in the community infrastructure in which it operates. In this way, **Pathways to Peace®** is universalistic rather than exceptionalistic in its response to the phenomenon of violence.

3. Theoretical Basis of **Pathways to Peace®**:
Theoretically, the concepts underlying **Pathways to Peace®** are drawn from Crime Prevention Theory, Ecological Theory, Developmental Theory and aspects of Educational Theory.

**Pathways to Peace®** incorporates the basic principles of crime prevention:-
- Start early.
- Promote more effective communication and cooperation.
- Teach children and adults ways to increase encouragement and to reduce insults.
- Enhance everyday parenting competence.
- Use practical tools to improve appropriate behaviour.
- Generalise behaviours between school, home and community.
4. The Aim of Pathways to Peace® is:

To create a series of processes that will:
- Empower participants;
- Allow opportunities for change and development;
- Work towards the wellbeing of participants and towards a positive future;
- Foster the creation and development of caring, responsible, reciprocal relationships;
- Build upon a preventative philosophy; Prevent violence, crime and other anti-social behaviours in communities in both the short-term and the long-term;
- Create safe, non-violent environments in which to learn, work and play.

5. The goals of Pathways to Peace® are:
- To create safer, better communities for all concerned.
- To establish more peaceful settings in which to live our daily lives.
- To provide strategies, tools and techniques to create peaceful relationships and peaceful ways of interaction.
- To provide practical resources to assist individuals to relate and interact peacefully.
- To develop resilient, productive individuals with positive views of self and of the future.

6. How Pathways to Peace® works:

Pathways to Peace® works directly on the 4 fundamental causes of violence, viz

i. **Context:** Peaceful environments create peaceful behaviours. **Pathways to Peace®** actively works towards creating and maintaining peaceful environments.

ii. **Perception:** People with positive self-perception tend to behave positively. **Pathways to Peace®** actively encourages positive self-perception.

iii. **Cognition:** The way people think. **Pathways to Peace®** encourages positive and peaceful ways of thinking.

iv. **Attitude:** The way people choose to behave. **Pathways to Peace®** encourages people to choose positive and peaceful ways of behaving.

Pathways to Peace® is built upon three levels of violence prevention:-

i. **Primary prevention** – to eliminate the root causes of violence.

ii. **Secondary prevention** – to assist those “at risk” of being victims to be pro-active.

iii. **Tertiary prevention** – to help existing victims of violence (and perpetrators of violence).

Pathways to Peace® features the Peace Code© which is as follows:-

- Care for myself and others.
- Do the right thing
- Speak kindly
- Find help
- Turn things around
- Be brave
- Be a peacemaker

Use of the Peace Code© language provides a consistent, uniform framework for the development of peaceful behaviours. Three “icons” are used as vehicles to facilitate the processes. These “icons” are Garvey®, the Goldfish, the Peacemobile® (utilizing the Highway Code) and Yasuo® the Dove.

It provides strategies and techniques to create peaceful and positive relationships in everyday life. Children and adults learn positive, appropriate ways of relating. They learn to cope with difficulties, building resilience.

It focuses on “doing” and being pro-active rather than upon talking and being reactive.

Pathways to Peace® is flexible and adaptable. It relies heavily on personal relationships and ongoing support rather than a “kit” of materials.