Mt Alford State School

Responsible Behaviour Plan for Students
based on The Code of School Behaviour

The Code of
School Behaviour
Better Behaviour
Better Learning

Queensland Government
Responsible Behaviour Plan for Students

1. Purpose

Mt Alford State School is committed to providing a safe and respectful learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their life long wellbeing.

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

Mt Alford State School is committed to providing an environment in which students learn to become responsible for their own behaviour and the consequences of the choices they make. Mt Alford State School’s behaviour plan is founded on the belief that:
- student’s have the right to learn
- teacher’s have the right to teach
- everyone has the right to feel safe

2. Consultation and data review

Mt Alford State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through discussion and meetings held during Term 4, 2012 and Term 1, 2013. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2010 – 2012 also informed the development process.

3. Learning and behaviour statement

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing negative behaviours and responding to unacceptable behaviours. Through our school plan, expectations for student behaviour are clear to everyone assisting Mt Alford 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 education process.

Mt Alford State School operates by a set of values that underlines our beliefs about behaviours and learning. These values are:
- Be safe
- Be responsible
- Be respectful

At Mt Alford State School every person has the right to feel safe. Any person/s who bullies another is denying them that right. Mt Alford State School will not tolerate any action that undermines another’s right to feel safe and has a commitment to take the necessary steps to prevent bullying, protect students and staff, and promote a safe learning environment.

Refer to Appendix 1 for further information
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

- Universal behaviour support

Positive Behaviour Management

Our whole school approach provides a supportive learning environment through:

- open communication with the school community on The Code of School Behaviour and our school’s Responsible Behaviour Plan for Students.
- shared school values and a positive, inclusive culture
- establishment of agreed programs and procedures that are known and understood by all members of the school community
- staff, student and parent access to professional development, education or training
- managing of incidents through clear and well-understood processes
- supporting students and building strong community relationships.

Mt Alford State School hand out weekly awards on parade and GOTCHA positive reinforcement awards each week.

School Rules and Expected Standards of Behaviour

The school expects students to:

- participate actively in the school’s education program
- take responsibility for their own behaviour and learning
- demonstrate respect for themselves, other members of the school community and the school environment
- behave in a manner that respects the right of others, including the right to learn
- cooperate with all staff members and volunteers.

The school expects teachers to:

- model exemplary behaviour to students at all times in line with the Code of Conduct
- demonstrate and model appropriate problem solving and conflict resolution skills to students
- demonstrate that humiliation, embarrassment, intimidation and sarcasm and unacceptable behaviour practices
- constantly reinforce to students that their behaviour is their choice and the consequences which they receive for appropriate or inappropriate behaviours are their choice
- establish a clear and concise set of classroom rules
- establish positive relationships with students
- provide positive recognition through intrinsic and extrinsic rewards.

The school expects parents/caregivers to:

- show an active and realistic interest in their child’s schooling and progress
- work in partnership with the school to support each child to aspire to achieve their personal best
- support school staff in maintaining a safe and respectful learning environment for all students
- initiate and maintain positive and constructive communication and relationships with school staff regarding each child’s learning, well being and behaviour
- contribute positively to behaviour support plans that concern their child.

_The school commits to:_
- focus on the child, understanding that they are learning who they are and how they act and how their actions impact on not only themselves but those around them
- provide a safe and supportive learning environment so that the children can learn from their mistakes
- provide inclusive and engaging curriculum and pedagogy which will inspire all students to aspire to their personal best
- initiate and maintain positive and constructive communication and relationships with students and parents/caregivers as partnerships in their child’s journey through school
- promote the skills of responsible self-management with a focus on building resilience.

_School Rules_
Students of Mt Alford State School are expected to follow the school rules that underpin our values – be safe, be responsible, be respectful.

**Be safe:**
- keep hand and feet to yourself
- use equipment appropriately
- walk inside and on the paths
- be sun safe – no hat, no play
- play fairly
- wash your hands after going to the toilet
- report unsafe behaviour
- weapons of any kind are not permitted at Mt Alford State School

*Refer to Appendix 2 for further information*

**Be responsible:**
- be prepared for school
- be on time
- complete your work
- leave all areas tidy
- ask permission to leave an area
- be honest
- return equipment
- care for our school and our environment
- make good choices
- be a learner

**Be respectful:**
- follow instructions from a staff member
- allow others to learn
- use polite language
- co-operate with others
- be a good listener
- think about other people’s feelings
• look after all property
• wear the school uniform every day

Bullying will not be tolerated at Mt Alford State School.

Dress code
• the full school uniform is expected to be worn every day. This also includes events where students are representing the school off school grounds unless prior approval by the Principal has been given
• the only jewellery students may wear to school are a wrist watch, ear studs and items of religious significance. Make-up, nail polish, face glitter, face paint and inappropriate colouring of hair, including bright coloured streaks, will not be worn to school by students
• piercings may be required to be covered in some high risk subjects or activities (e.g. swimming)
• make up, including nail polish, is not permitted
• closed in shows must be worn at all times

Cyber safety and the use of personal technology devices at school — Refer to Appendix 3 for further information
• all electronic devices are to be handed in to the office or Principal every morning. Failure to do this may lead to confiscation
• students are required to have electronic devices off while at school
• students sign an internet agreement upon enrolment and at the beginning of each school year and are expected to adhere to this
• students found mis-using cyber space at school will have their privileges evoked
• students engaging in cyberbullying, sextexting etc will be at risk of severe consequences and parents will be informed of their behaviours
• the school does not accept responsibility for lost, stolen or damaged digital devices

• Targeted behaviour support

Should a student be identified as demonstrating higher than average rates of negative behaviour, a case meeting will be held with the school and the parents/caregiver. Students will attend the meeting if appropriate. This may in response to continual and repeated low behaviour as well as incidents of more extreme behaviour. Targeted intervention can be provided on an individual or small group basis.

The process will:
  - Identify positive behaviours, inappropriate behaviours and possible triggers

A behaviour plan will be developed that will outline:
  - targets/goals for the student
  - a monitoring process
  - feedback
  - strategies for the student
  - intensive behaviour support

Should a student be identified as requiring support after the above behaviour plan has taken place, then this will be negotiated with the Principal.
Each student’s case will be managed individually and the response strategies and programs which may be developed will be a direct reflection of the student’s needs and the presenting behaviours. When and if necessary external agencies maybe involved in the student’s case, this may include private agencies as well as Education Queensland Behaviour specialists, parents/caregivers and the student if appropriate.

The process will involve:
- initial referral to student support services
- review of case, involving staff, parents and the student as appropriate
- if necessary, the establishment of a support team for the student which will include; parent/caregiver, student, class teacher and Principal
- once comprehensive information is received this will be reviewed by the support team and short, medium and long term goals will be established with regular points of review

- Intensive behaviour support

Intensive Behaviour Support will be sought from the South East Region after the above strategies have been put in place.

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 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 students or others is likely to be placed in serious jeopardy.

Any incident that is deemed critical should be reported to administration as a priority. Administration will then immediately assess the situation and determine the action, which may involve a Lock Down, defusing and calming techniques and providing a safe place and time out for the student to engage in discussions around the incident.

Mt Alford State School may make use of legitimate use of physical intervention if all non-physical interventions have been exhausted and the student is physically attacking another student or posing immediate danger to themselves or others within in the school community. This will ensure that Mt Alford State School follows the duty of care to protect staff and students from foreseeable risk or injury. If this occurs then appropriate detailed records of the incident and physical intervention response will be kept.

Physical intervention can involve coming between students, blocking a students 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 can not be used 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:
- 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
- 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:
- incident report (*OneSchool*)
- Health and Safety incident record
- Debriefing report (for staff and student) Refer to Appendix 4 for further information

During a critical incident, the safety of all members is the number one priority. Emergency services will be requested should the event warrant this. As soon as possible following a critical incident, members of the school community (staff and students) will be debriefed and supportive counselling will be available should this be necessary.

**Basic Defusing Strategies**

*Avoid escalating the problem*
Avoid shouting, cornering the student, moving into the student’s space, touching or grabbing the student, 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, chose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.

*Approach the student in a non-threatening way*
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 and identify consequences of continued unacceptable behaviour)

*Follow through*
If the student starts displaying inappropriate behaviour, 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. Always record behaviour incidents on OneSchool. This is the responsibility of the staff member involved with the incident and the class teacher.

6. Consequences for unacceptable behaviour

Mt Alford State School makes systemic efforts to prevent negative student behaviour by teaching and reinforcing expected behaviours on an on-going basis. When inappropriate behaviours occur, students experience predictable consequences. Our school seeks to ensure that responses in inappropriate behaviour are consistent and proportionate to the nature of the behaviour. OneSchool is the database used to record negative and positive behaviours.

Consequences of inappropriate behaviour may include one or more of the following:
- redirection or rule reminder or removal from activity or event for a specified period of time
- loss of privilege e.g. playtime
- individual meeting with the student
- verbal or written apology by the student
- restitution (replacing something broken)
- completing tasks in their own time e.g. play time
- liaising with parents/cares by phone and/or meeting
- time in a 'buddy class'
- time in the Administration area or Principal's classroom
- parent contact/meetings
- conflict resolution
- social skills training
- counselling
- in school withdrawal
- suspension
- exclusion

Representing our school
Representing Mt Alford State School outside of school grounds is a privilege and an honour. Students who have not been consistently demonstrating acceptable behaviour may not be permitted to represent our school. This includes sporting, cultural and academic endeavours. Students who are selected on representative teams may be withdrawn at any time if their behaviour is unacceptable. This will be determined on a case-by-case basis, with the final decision being made by the Principal.

7. Network of student support

All staff are responsible for contributing towards the positive and supportive learning environment of the school. Teachers have direct responsibility for the students in their class and should also communicate their expectations to ancillary staff and volunteers working in their rooms.
Administration is responsible for supporting staff and students. Administration has specific responsibility for managing students on daily behaviour reports (along side the classroom teacher) and any withdrawal or suspension programs.

Teachers and parents, through administration, may refer students to the support network available at the school. The Guidance Officer, in conjunction with the Principal, may make referrals to external support agencies with the support of parents, such as medical practitioners, Child Mental Health Agencies and local support agencies. Further support may be accessed by school community members through:

- Advisory Visiting Teachers
- Guidance Officer
- School Chaplain
- Disabilities Services Queensland
- Child Youth Mental Health
- Child Safety
- Local Council

All school-based personal have a responsibility to ensure the parents/caregivers and students themselves are informed and involved in any behaviour support programs which are put in place.

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 the school community members are considered at all times.

Mt Alford 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, socio-economic situation and emotional state
- recognising the rights of all students to:
  o express opinions in an appropriate manner and at the appropriate time
  o work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation
  o 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

This could include:

- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying, No way!
- Take a Stand Together

Endorsement

_________________________  __________________________
Principal                  P&C President or Chair, School Council  Principal’s Supervisor

Date effective:

From: April 2013 to April 2016
Appendix 1

BULLYING

Mt Alford State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:

- Achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- raising achievement and attendance
- promoting equality and diversity and
- ensuring the safety and well-being of all members of the school community.

There is no place for bullying at Mt Alford 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.

Bullying is the repeated and intentional behaviour directed at a person/s with the intention of causing harm or distress.

Bullying can be divided into 4 types:

- Physical – including hitting, punching, shoving, pinching, tripping, spitting, scratching, damaging, hiding or stealing property, throwing objects at someone or locking someone in or out
- Verbal – name-calling, making offensive remarks, taunting, teasing, put-downs, baiting
- Emotional – spreading rumours, gossiping about or embarrassing someone, making fun of someone, intimidating using threatening looks or gestures, excluding or threatening to exclude from groups, ignoring, ostracising or alienating
- Extortion – forcing another to share/buy lunch, demanding money or possessions, making threats

Bullying may also include:

- Cyber bullying
- Racial or sexual bullying
Bullying will not be tolerated at Mt Alford State School. Staff will work pro-actively to minimise the incidence of bullying. When bullying has been identified the classroom teacher and administration will become involved.

It is important that bullying is not confused with children testing boundaries as they navigate their world. Along the way they will make mistakes. Staff will focus on working with the child so that they can identify why something was inappropriate and articulate what more appropriate choices would have been.

**What to do if you are being bullied or know of someone who is being bullied**

**STUDENT**

- Report it to the teacher/administration/parent
- Do not accept bullies into your friendship group
- Tell the bully to STOP – speak assertively
- Walk away confidently, ignore and report
- Stand up for the victim

**PARENT**

- Inform the school
- Advise the child to report bullying to school
- Watch for changes in your child’s behaviour
- Talk with your child
- Be aware of and actively support the school’s policy
- Model appropriate behaviour

**TEACHER**

- Take all reports of bullying seriously
- Communicate with students and staff
- Inform the Principal
- Record incidents on OneSchool
- Create opportunities for students to share their concerns
- Access school programs / resources
- Raise awareness of bullying in your classroom
- Model appropriate behaviours
- Actively discourage put downs and other harassment
- Protect and support the victim, providing them with skills if necessary
CONSEQUENCES

- redirection or rule reminder or removal from activity or event for a specified period of time
- loss of privilege e.g. playtime
- individual meeting with the student
- verbal or written apology by the student
- restitution (replacing something broken)
- completing tasks in their own time e.g. play time
- liaising with parents/cares by phone and/or meeting
- time in a ‘buddy class’
- time in the Administration area or Principal’s classroom
- parent contact/meetings
- conflict resolution
- social skills training
- counselling
- internal suspension
- external suspension
- exclusion

Appendix 2

WORKING TOGETHER TO KEEP MT ALFORD STATE SCHOOL SAFE

We can work together to keep knives out of school. At Mt Alford State School every student has the right to feel safe and be safe at school.

- No knives are allowed to be taken to school by students.
- There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

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

What kinds of knife are banned?

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

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

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

How can parents help to keep Mt Alford State School safe?

• Make sure your child knows what the laws and rules are about knives.
• Do not include knives or knife tools in children's lunch boxes, pencil cases or craft kits.
• Contact your school principal if you believe your child is being bullied or threatened at school.
• If you want to talk about students and knives at school, please contact the principal.

Appendix 3a

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.

Personal Technology Devices Banned From School

Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in disciplinary consequences. * Phones are not permitted at school unless in extenuating circumstances. In such cases parents must seek approval from the school principal. If such possession is warranted, the mobile phone will be stored in the school office in school hours.

Confiscation

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

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

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

**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 Mt Alford 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 that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

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

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying\(^1\), including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

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

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

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

**Text communication**

\(^1\) Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
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 Principal.

**Assumption of cheating**

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

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

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

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

**Special Circumstances Arrangement**

Students who require the use of a personal assistive technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

**Inappropriate behaviour outside of school hours**

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

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

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**Appendix 3b**

**Confiscation of property**

Property may be temporarily removed from a student if the staff member is reasonably satisfied the removal is necessary to:

- preserve the caring, safe, supportive and productive learning environment of the school
- maintain and foster mutual respect among staff and students at the school
- encourage all students to take responsibility for their own behaviour and the consequences of their actions
• provide for the effective administration of matters about the students of the school
• ensure compliance with the school’s Responsible Behaviour Plan for Students or any other directive, guideline or policy

If the property is illegal to possess, likely to threaten the safety or wellbeing of students or staff, or is reasonably suspected to have been used to commit a crime, the principal should retain the property for handing to police.

A principal or staff member does not have the authority to open, examine or otherwise deal with the property without the consent of the student or a parent of the student. For example, a principal or staff member who removes a mobile phone from a student is not authorised to unlock the phone or to read, copy or delete messages stored on the phone.

Under normal circumstances, a principal or staff member is not permitted to search property (e.g. a student's school bag) unless they have the student's consent or the consent of their parents. There may, however, be emergency circumstances where it is necessary to search a student’s property without the student’s consent or the consent of the student’s parents (e.g. to access an Epipen for an anaphylactic emergency). Emergency circumstances may include where the life or welfare of a student or student’s is at immediate risk.

A principal or staff member does not require the student's consent to search school property such as lockers or desks being used by the student. Parents are not to search another student's personal or school property under any circumstance.

Appendix 3c

Procedures for Preventing and Responding to Incidents of CyberBullying

Cyberbullying often does not occur at school. The websites students can access is restricted through school hours. Students are explicitly taught Cybersafety at Mt Alford State School. For example - how to safely conduct and Internet search, what cyberbullying is and what they should do if they receive unwanted messages. This could include:

• 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.

Mt Alford State School will then investigate and respond to any incident of cyberbullying.

If cyberbullying is occurring on the home computer, parents are encouraged to contact to Qld Police Service.

Appendix 4

Debriefing report for staff after a serious behaviour incident