Maleny State High School

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

1. Purpose
Maleny State High School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences, act responsibly and acquire values supportive of their lifelong 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 community.

2. Consultation and Data Review
Maleny State High School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held throughout 2012. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2009-2012 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Regional Executive Director in December 2012, and will be reviewed in 2015 as required in legislation.

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

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing inappropriate behaviour and responding to inappropriate behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone.

Maleny State High School aims to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

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

- Be Safe and Legal
- Be Respectful
- Be Focused on Learning
- Be Responsible

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.
4. Processes for facilitating standards of positive behaviour and responding to inappropriate behaviour

Universal Behaviour Support
The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Maleny State High School we emphasise the importance to teach and model practice to 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 and designed to prevent inappropriate behaviour and provide a framework for responding to inappropriate behaviour.

A set of behavioural expectations in specific settings has been attached to each of our four school rules. The Schoolwide Expectations Teaching Matrix (Appendix 1 page 8) outlines our agreed rules and specific behavioural expectations in all school settings. 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, Year Level Access and during active supervision by staff during classroom and non-classroom activities.

Maleny State High 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.
- Comprehensive induction programs in the Maleny State High School Responsible Behaviour Plan for Students delivered to new students as well as new, relief and contract staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

Development of specific policies to address:
- The Use of Personal Technology Devices* at School (Appendix 6 page 13)
- Procedures for Preventing and Responding to Incidents of Bullying (Appendix 7 page 15). Also see Student Information Guide (Appendix 8 page 17) and Parent Information Guide (Appendix 9 page 18).

Reinforcing expected school behaviour
At Maleny State High School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in the 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 reward.

Maleny State High School Positive Recognition
Teachers will send positive messages to students and their parents when a student has sustained good work in class for some period of time.

Responding to inappropriate behaviour
Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

Re-directing low-level and inappropriate behaviour
When a student exhibits low-level and infrequent inappropriate 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. This includes the asking of the Responsible Thinking questions for inappropriate behaviour.

Our preferred way of redirecting low-level inappropriate behaviour is to ask them to think of how they might be able to act more safely, more respectfully, more responsibly and participate more in their school work. 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.

**Targeted behaviour support: Intervention**

Each year a small number of students at Maleny State High School are identified through our data as needing a little bit extra in the way of targeted behavioural support. In most cases the inappropriate behaviours of these students 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. These students are referred to the Year Level Intervention Team (consisting of Deputy Principal, Guidance Counsellor and Year Level Coordinator) who then works with the student with support of Administration, Guidance Counsellor, School Chaplain and other appropriate adults for counseling, guidance, mentoring or intensive social skills training.

Students whose behaviour does not improve after intervention from the Year Level Intervention Team, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support by the Student Support Team.

**Student Support Team**

Maleny State High School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The Student Support Team:

- works with other staff members and community organisations to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection
- makes adjustments as required for the student, and
- works with the School Behaviour Leadership Team to achieve continuity and consistency.

The Student Support Team has a simple and quick referral system in place (Appendix 2 page 9). Following referral, the Support Team designates a case manager who then, if appropriate, contacts parents and any relevant staff members. 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 regionally based behavioural support staff.

**5. Consequences of Inappropriate Behaviour**

Maleny State High School makes systematic efforts to prevent inappropriate student behaviour by teaching, modeling and practicing expected behaviours on an ongoing basis. When inappropriate behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to inappropriate behaviour are consistent and proportionate to the nature of the behaviour. OneSchool is used to record minor and major inappropriate behaviour, as necessary. An RTC referral form is used to record inappropriate classroom behaviour and referrals to the RTC (Appendix 3 page 10). OneSchool is used to document instances of inappropriate behaviour which is then referred on to a member of school Administration. If anyone cannot access OneSchool to record an incident, it may be recorded on an Incident Report (Appendix 12 page 21).

**Minor and Major behaviours**

When responding to inappropriate behaviour the staff member first determines if the inappropriate behaviour is major or minor, with the following agreed understanding:

**A. Minor behaviours**

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

• Minor inappropriate behaviour is handled by staff members at the time it happens including asking the Responsible Thinking Classroom questions.
• If behaviour continues, the student will be referred to the Responsible Thinking Class.
• Students who are referred to the Responsible Thinking Classroom frequently are then managed and supported by the Intervention Team.

In addition to the RTC, Minor inappropriate behaviours may result in the following consequences:
• a 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 support for work completion.
• a re-direction procedure. The staff member and the student:
  1. discuss the behaviour that student is displaying,
  2. The staff member 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.

B. Major behaviours

Major behaviours are those that:
• significantly violate the rights of others
• put others / self at risk of harm
• require the involvement of Administration.
• Knives at School (see Appendix 10 & 11 pages 19 & 20).

Major behaviours result in an immediate referral to Administration because of their seriousness. When major inappropriate behaviour occurs, staff members calmly state the major inappropriate behaviour and remind the student of expected school behaviour. The staff member then fills out the RTC referral form and/or documents the incident on OneSchool.

Major inappropriate behaviours may result in one or more of the following consequences:
• Time in office
• Alternative lunchtime activities
• Loss of privilege
• Restitution
• Loss of break times
• Warning regarding future consequence for repeated offence
• Documented on OneSchool
• Parent contact
• Referral to Guidance Counsellor, Chaplain and referral for support from Intensive Behaviour /Student Support Team
• Suspension from school for a period of 1-20 days (For suspension of 3+ days, school will supply work to be completed at home)
• Students who engage in very serious inappropriate behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

C. Management of Inappropriate behaviours

The flowchart in Appendix 4 page 11 outlines the flow of management of major and minor inappropriate behaviours and the responsibility teachers and parents. Also refer to Appendix 13 page 22 for information on Good Work Ethic Policy.
All yellow and blue areas on the flowchart in Appendix 4 page 11 should be recorded on OneSchool. Teachers are encouraged to report behaviour in pink areas on OneSchool.

For minor inappropriate behaviour in class the Responsible Thinking Process is used. The flowchart in Appendix 5 page 12 outlines the process for students who are referred to the Responsible Thinking Classroom.

RTC Intervention Team
- comprise YLC, GC and Administration of each year level
- meets weekly
- receives a current list of RTC students from the RTC Supervisor
- students are appointed a case manager to support the student in remaining in the classroom and out of the RTC

Relate inappropriate behaviours to expected school behaviours (See Appendix 1 page 8)
When responding to inappropriate behaviours, staff members ensure that students understand the relationship between the inappropriate behaviour to the expected school behaviour by asking the RTC questions. The RTC process requires students to:
- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour,
- describe the likely consequences if the inappropriate behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

Should an inappropriate behaviour be repeated, the staff member need not repeat the discussion/explanation process but simply refer the student to the RTC or office.

Ensuring consistent responses to inappropriate behaviour
At Maleny State High School staff members follow RTP philosophy. Through RTP, we work to ensure consistent responses to inappropriate behaviour across the school. Students also receive information and advice on appropriate behaviour and actions.

6. Emergency or critical incident responses
An emergency situation or critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action, or when the physical safety of the student or others is likely to be placed in serious jeopardy. The school has lock down and emergency evacuation procedures for emergency situations or critical incidents. Basic defusing strategies or physical intervention (see Appendix 14 page 24) may be needed in some cases.

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

7. Network of student support
Students at Maleny State High School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:
- Parents
- Teachers
- Senior Guidance Officer
- External Support Staff (including Youth Support Counsellor, Youth Workers, Behaviour Support Staff)
- School Chaplain
• Heads of Department
• School P & C
• Administration Staff
• School Based Youth Health Nurse
• Guidance Counsellor
• Advisory Visiting Teachers
• Curriculum Intervention Referral Committee
• Flexi School Campus

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
• Sunshine Coast Regional Council
• Maleny Neighbourhood Centre
• United Synergies
• Reconnect

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.

Maleny State High 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 aggressive 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 their emotional state
• recognising the rights of all students to:
  ▪ express opinions in an appropriate manner and at the appropriate time
  ▪ work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  ▪ receive adjustments appropriate to their learning and/or impairment needs

9. Related legislation
Commonwealth Disability Discrimination Act 1992
Commonwealth Disability Standards for Education 2005
Education (General Provisions) Act 2006
Education (General Provisions) Regulations 2006
Criminal Code Act 1899
Anti-Discrimination Act 1991
Commission for Children and Young People and Child Guardian Act 2000
Judicial Review Act 1991
Workplace Health and Safety Act 1995
Workplace Health and Safety Regulations 1997
Right to Information Act 2009
Information Privacy (IP) Act 2009
10. **Related policies**
   - SMS-PR-021: Safe, Supportive and Disciplined School Environment
   - CRP-PR-009: Inclusive Education
   - SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools
   - SMS-PR-022: Student Dress Code
   - SMS-PR-012: Student Protection
   - SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
   - GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
   - ICT-PR-004: Using the Department's Corporate ICT Network
   - IFM-PR-010: Managing Electronic Identities and Identity Management
   - SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

11. **Some related resources**
   - Bullying. No Way!
   - Schoolwide Positive Behaviour Support
   - Code of Conduct for School Students Travelling on Buses

**Endorsement**

Brian King  
Principal

Sam Duggan  
President P & C

Regional Director
North Coast Region

Effective Date: 1 January 2013 - 31 December 2015
<table>
<thead>
<tr>
<th>ALL AREAS</th>
<th>CLASSROOMS</th>
<th>OVALS &amp; AROUND BUILDINGS</th>
<th>EXCURSIONS</th>
<th>TOILETS</th>
<th>OFFICE AREA &amp; STAFFROOMS</th>
<th>PARADES &amp; PERFORMANCES</th>
<th>TUCKSHOP</th>
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<tbody>
<tr>
<td>KEEP HANDS, FEET AND OBJECTS TO SELF</td>
<td>HAVE TEACHER PERMISSION TO ENTER/EXIT CLASSROOMS</td>
<td>ONLY PLAY CONTACT SPORT WHEN SUPERVISED BY A COACH</td>
<td>FOLLOW INSTRUCTIONS</td>
<td>WASH HANDS</td>
<td>KNOCK AND WAIT OUTSIDE STAFFROOMS</td>
<td>USE CHAIRS IN THE CORRECT MANNER</td>
<td>WAIT BY STANDING IN LINE, NOT SITTING ON RAILS.</td>
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<tr>
<td>NO VANDALISM/ GRAFFITI</td>
<td>WEAR CLOSED IN FOOTWEAR</td>
<td>SITTING ON HIGH BAG RACKS IS UNSAFE</td>
<td>LET STAFF KNOW WHERE YOU ARE AT ALL TIMES</td>
<td>USE TOILET AND SHOWERS PROPERLY</td>
<td>ENTER STAFFROOMS AND THE OFFICE ONLY WHEN GIVEN PERMISSION</td>
<td>USE YOUR OWN MONEY</td>
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<td>NO BULLYING</td>
<td>WEAR CLOSED IN FOOTWEAR</td>
<td>WEAR CLOSED IN FOOTWEAR</td>
<td>WALK WHEN MOVING AROUND BUILDINGS</td>
<td>WASH HANDS</td>
<td>ONLY ENTER IF A STAFF MEMBER IS PRESENT</td>
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<td>USE EQUIPMENT SAFELY</td>
<td>WALK WHEN MOVING AROUND BUILDINGS</td>
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<td>SAFE &amp; LEGAL</td>
<td>FOLLOW STAFF DIRECTIONS</td>
<td>LISTEN TO TEACHERS</td>
<td>BE FAIR TO ALL OTHERS</td>
<td>USE MANNERS AT ALL TIME</td>
<td>CONSIDER PRIVACY OF OTHERS</td>
<td>FOLLOW REASONABLE INSTRUCTION</td>
<td>LISTEN ATTENTIVELY TO SPEAKER</td>
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<td>RESPECTFUL</td>
<td>SPEAK KINDLY TO OTHERS</td>
<td>ONE VOICE AT A TIME</td>
<td>TREAT SCHOOL EQUIPMENT WITH CARE</td>
<td>DRESS APPROPRIATELY</td>
<td>BE POLITE</td>
<td>BE POLITE AND COURTEOUS</td>
<td>BE POLITE</td>
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<tr>
<td>LOOK AFTER THE SCHOOL’S AND OTHER PEOPLE’S EQUIPMENT AND PROPERTY</td>
<td>GIVE OTHERS A CHANCE TO LEARN</td>
<td>WALK QUIETLY AND ORDERLY AROUND BUILDINGS</td>
<td>WALKING PAST CLASSES WITHOUT INTERRUPTING OTHERS</td>
<td></td>
<td>BE UPSTANDING FOR THE NATIONAL ANTHEM</td>
<td>USE APPROPRIATE LANGUAGE</td>
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<tr>
<td>WEAR SCHOOL UNIFORM WITH PRIDE</td>
<td>CLEAN UP AFTER YOURSELF</td>
<td>WALK WHEN MOVING AROUND BUILDINGS</td>
<td>PLACE RUBBISH IN BINS</td>
<td></td>
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<tr>
<td>LEARNING</td>
<td>BE ON TIME</td>
<td>DO ALL CLASSWORK AND HOMEWORK TO THE BEST OF YOUR ABILITY</td>
<td>GET INVOLVED WITH EXTRA CURRICULAR ACTIVITIES</td>
<td>RETURN NOTES &amp; PAYMENT ON TIME</td>
<td>USE FACILITIES CORRECTLY</td>
<td>ASK STAFF FOR HELP WHEN NEEDED</td>
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<tr>
<td>ATTEND REGULARLY</td>
<td>STAY ON TASK</td>
<td>TAKE PART IN ALL EXCURSION ACTIVITIES</td>
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<tr>
<td>HELP OTHERS</td>
<td>BRING EQUIPMENT</td>
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<td>GET INVOLVED</td>
<td>GET INVOLVED IN PRACTICAL WORK</td>
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<td>RESPONSIBLE</td>
<td>LOOK AFTER YOUR OWN EQUIPMENT AND PROPERTY</td>
<td>BE AT CLASS BY SECOND BELL</td>
<td>PLACE RUBBISH IN BINS</td>
<td>BE ON TIME TO ALL PARTS OF THE EXCURSION</td>
<td>MAXIMISE CLASS TIME BY USING TOILETS DURING BREAKS</td>
<td>BE QUIET WHILE WAITING IN OFFICE AREAS</td>
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<td>BE RESPONSIBLE FOR YOUR OWN ACTIONS</td>
<td>MAXIMISE TIME SPENT IN CLASS</td>
<td>BE ON TIME TO ALL PARTS OF THE EXCURSION</td>
<td>CARE FOR NEEDS OF SELF AND OTHERS</td>
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<td>BE A LEADER/ROLE MODEL</td>
<td>COMPLETE NEGOTIATIONS ON TIME</td>
<td>CARE FOR NEEDS OF SELF AND OTHERS</td>
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<td>MAKE SMART CHOICES</td>
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<tr>
<td>REPORT SUSPICIOUS ACTIVITIES AND PEOPLE</td>
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Maleny State High School

Referral to Student Support Team

(Please complete this form as completely as possible and return it to the GO: Connie Robins)

<table>
<thead>
<tr>
<th>Student’s Name:</th>
<th>D.O.B.:</th>
<th>Year Level:</th>
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<tbody>
<tr>
<td>Indigenous: Y/N</td>
<td>Student With Disability: Y/N</td>
<td>Learning Support: Y/N</td>
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**Presenting Issues Summary** (tick applicable)

<table>
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<th>Physical Abuse</th>
<th>Non-Compliance</th>
<th>Bullying</th>
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</thead>
<tbody>
<tr>
<td>Verbal Abuse</td>
<td>Work Refusal</td>
<td>Playground</td>
</tr>
<tr>
<td>Social Skills</td>
<td>School Refusal</td>
<td>Drug Use</td>
</tr>
<tr>
<td>Home Issues</td>
<td>Stress Issues</td>
<td>Self-harm</td>
</tr>
<tr>
<td>Victimisation</td>
<td>Exclusion Risk</td>
<td>Grief</td>
</tr>
<tr>
<td>Suspension Risk</td>
<td>Truancy</td>
<td>Other ---------------------------</td>
</tr>
</tbody>
</table>

**Description of presenting area of concern:**

**Class/School strategies currently provided:**

**Type of intervention sought:**

**Further issues:**

**Teacher Signature:**

Date:

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**From the Student Support Team**

Thankyou for referring (student):………………………..The following action has been taken:

..................................................................................................................................................................................................................

..................................................................................................................................................................................................................

..................................................................................................................................................................................................................

..................................................................................................................................................................................................................

The Case Manager for this referral is: ................................. Contact No: .................................
Maleny State High School

STUDENT BEHAVIOUR REFERRAL SLIP

TO: Year Co-ordinator / HOD / Admin / RTC Supervisor

Student  Teacher  Year

Subject: ................................ Day  /  /  Time........................

Has disrupted the learning and/or safety of as others as indicated below:

1) Preventing Effective Teaching & Learning
   a) Not prepared for learning
   b) Preventing others from doing their work
   c) Not producing Quality work

Unsafe and/or Non-supportive Actions
   a) Not working safely
   b) Not following teacher directions promptly

Not working toward Positive Relationships
   a) Not getting on with others
   b) Lack of courtesy and/or respect for others

1. Briefly describe the first disruption (please be specific):

2. Briefly describe the next disruption that resulted in the student choosing to go to the RTC:

Teacher Action: •Warning •Followed RTC Procedure •Detention •Referred to Admin
Student has returned to class:(please ✓) Date
Maleny State High School Behaviour Management Flow Chart

### Hands Off

- **Under 10 lessons**
  - Teacher to monitor – student catch up in own time
- **10 or more lessons**
  - Teacher behaviour management techniques

### Not following reasonable teacher instruction

- **Defiance, Insolence, Lack of Respect**
  - Teacher behaviour management techniques

### Not working ethic

- **Poor work ethic**
  - Teacher to monitor – student catch up in own time

### Graffiti/Vandalism, Failure to respect property

- **Minor graffiti - Clean off (with Admin)**
- **Major - Admin**
  - Minor - Admin
  - Major - Admin

### Offensive language, abuse, offensive behaviour

- **Directed at Staff**
  - Admin
- **General offensive language**
  - Admin

### Bullying Sexual Harassment Discrimination

- **Admin; suspension possible exclusion**
- **Police**
- **Possible exclusion**
- **Parent meeting**

### Stealing, Drugs, Smoking, Alcohol

- **Late**
- **Truanting**
- **Teacher Intervention No Note/Plausible Explanation**
- **Admin interview to re-enter**
- **Admin Parent contact**

### Not attending class

- **Wagging, Truancy**
  - Teacher behaviour management techniques and/or referral to Admin
  - Parental contact
  - Possible suspension
  - Possible exclusion

### Miscellaneous

- **Mobile Phones**
  - Mobile phones are allowed for appropriate use at school. For inappropriate use they are confiscated and held in the office. A parent/guardian will be contacted.
  - Teacher behaviour management techniques
  - Parent contact
  - Parental contact
  - Parent Action
  - YLC Action
  - Teacher Action
  - Admin Action
  - Colour Key

### Pattern of truancy

- **Admin interview to re-enter**
- **Admin Parent contact**
- **Catch up on work**
- **Student catch up**
- **Good Work Ethic Policy**

### Possible teacher Behaviour Management Techniques

- Wait time and scan
- Positive Feedback
- Acknowledge appropriate behaviour
- Proximity
- Paraphrasing
- Ignore secondary behaviour
- Re-state expectations
- Give choice
- Move student
- Time out
- Detention
- Yellow slip
- Parent contact
- Intervention meeting
- Discuss with HOD, YLC, DP
Appendix 5

RTC Flowchart

STUDENTS IN CLASSROOM CHOOSE TO

BREAK CLASSROOM RULES

QUESTIONS ASKED BY TEACHER

CHOOSE TO CONTINUE TO BREAK RULES

RTC REFERRAL

RESPONSIBLE THINKING CLASSROOM (RTC)
This is a strictly supervised "Planning Room" to help students develop a plan to allow them to return to class. Students may sit and think, or work on their student plan. There is no communication between students in the RTC.

BREAKS THE RULES OF THE RTC

QUESTIONS ASKED BY THE RTC COORDINATOR

CHOOSE TO CONTINUE TO BREAK THE RULES

FIRST REFERRAL – The student has a meeting with a member of Admin, and then they remain in Admin. (The student may receive tasks for Admin Staff.)

SECOND REFERRAL – (Within three months) Parents are contacted and the student receives a one day internal suspension.

THIRD REFERRAL – The student will receive an automatic suspension.

FOLLOW RULES OF THE RTC

STAY IN CLASS

IF POSSIBLE THE TEACHER ACKNOWLEDGES THE STUDENTS IMPROVEMENTS

THE STUDENT FOLLOWS THE PLAN TO IMPROVE BEHAVIOUR IN CLASS

THE STUDENT RETURNS THE PLAN TO THE RTC SUPERVISOR AND IT IS SIGNED AND THE STUDENT IS GIVEN A RELEASE.

THE RTC SUPERVISOR CAN GIVE THE STUDENT A TEMPORARY RELEASE IF THE STUDENT HAS THE CLASS THAT DAY.

THE STUDENT THEN ARRANGES AN INTERVIEW WITH THEIR REFERRING TEACHER AND THEY DISCUSS THE STUDENT’S PLAN. AFTER DISCUSSING THE PLAN THE TEACHER THEN SIGNS IT AND RETURNS IT TO THE STUDENT.

COMPLETED PLAN PUT IN REFERRING TEACHER’S PIGEON HOLE

DEVELOP A STUDENT PLAN

WITHIN ONE WEEK

STUDENT TAKES THE PLAN HOME FOR THEIR PARENTS/GUARDIAN TO SIGN.

STUDENT THEN TAKES THE PLAN HOME FOR THEIR PARENTS/GUARDIAN TO SIGN.

PARENTS WILL BE CONTACTED

By Mail in the Form of Letters:
❖ When a student is referred to the RTC for a second subject.
❖ When a student is referred for the same subject with seven days of being released.
❖ When the student has missed five, ten or fifteen lessons for any one subject.
❖ If the student is still in the RTC at the end of the term, semester, or year.

By Phone:
❖ If the student has not completed a plan after being present in the RTC for one week.

Colour Code

Purple Student’s Responsibility
Pink Teacher’s Responsibility
Blue RTC Coordinator’s Responsibility
Yellow Administration’s Responsibility
Green Parents’ Responsibility

Page 12 of 24
The Use of Personal Technology Devices* at School

Mobile phones and MP3 players are allowed at Maleny State High School. This policy reflects the importance the school places on students to participate in school work, show respect to others and to use personal technology devices in a responsible, safe and legal manner.

Confiscation
Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff and taken to the office. Administration will ring parents. Parents will determine when personal technology devices will be returned to the student.

Devices potentially containing evidence of criminal offences will 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.

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 out of sight 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 being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Maleny State High School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) can lead to 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 student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public 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 or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:
- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording
will be in breach of this policy may be subject to discipline (including suspension and recommendation for
Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to QPS.

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

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

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

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

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

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

I Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Appendix 7

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

Teach Model Practice appropriate responses to bullying
Step 1 : Ignore
Step 2: “Stop had enough” Walk Away
Step 3: Adult Intervention (Mediation)
Step 4: Community Conference
Step 5: Suspension

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

2. There is no place for bullying in Maleny State High School. Research indicates that both those being bullied and those who bully are at risk of 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 Maleny State High 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 Maleny State High 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 inappropriate 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 inappropriate behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.
7. The anti-bullying procedures at Maleny State High School are an addition to our already research-validated schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Our students are already accustomed to lessons on bullying.

Prevention

8. Attempting to address specific inappropriate behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:
   - Our universal behaviour support processes will always remain the primary strategy for preventing inappropriate behaviour, including preventing the subset of bullying behaviour.
   - All students know the 4 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. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

10. An initial introductory lesson is delivered, which teaches the 4-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

11. 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. 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 program. The anti-bullying process at Maleny State High 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'.

13. Maleny State High School uses behavioural data for decision-making. This data is entered into One School 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.

Helpful Links for Parents

- Resources for parents
- Cybersafety and schools
Maleny State High School strives to create positive, predictable environments for all students at all times of the day.

What can you do?
If you are being harassed at a low level the first thing you need to do is to tell the bully to “Stop, I’ve had enough” and walk away. Avoid the temptation to retaliate. If the first two steps aren’t working, one of the key strategies in controlling bullying is **reporting bullying to an adult** so mediation can be arranged. Mediation stops most bullying. If bullying continues, the Guidance Counsellor will arrange a community conference. As a last resort, offenders will be suspended.

**Silence and secrecy help protect the bully**
Don't be fooled by pressure not to “dob”. You can report incidents to any adult you trust who you know will help you.

When witnessing incidents of bullying, **show your disapproval**. Don't stand by and do nothing! Let the bullies know that it is not okay to bully.

Lastly, **treat everyone with courtesy and respect, whoever they are**. This is the key to a bully-free school.

What things are classed as bullying?
Bullying is deliberately hurting someone else. It includes:

- Physical aggression eg. hitting, kicking etc.
- Threats, verbal and physical
- Teasing, name calling
- Exclusion, isolation
- Sending offensive text messages or placing offensive comments or material on internet sites such as Facebook.
- All other forms of harassment

**Remember!**
**Bullying can have damaging effects on the victim. If you, or someone you know is being bullied, act straight away!**

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

- Ignore
- “Stop had enough” Walk Away
- Adult Intervention (Mediation)
- Community Conference
- Suspension
School Policy on Bullying  
Parent Information Guide

Bullying, including cyber bullying, has serious implications for students who suffer it. It can affect self-esteem, academic achievement, health and well-being. Even isolated events can have negative results.

Bullying is defined as “any form of harassment of another person whether it be physical, verbal, emotional or psychological”.

Maleny State High School has a commitment to creating a safe and supportive school environment and therefore has adopted the goal of a school free of bullying.

What should bullied students do?

• At low levels of harassment try ignoring
• If that doesn’t work, tell the bully to “Stop, I’ve had enough” and walk away. Until you do make your feelings known, it’s not harassment.
• Avoid the temptation to retaliate.

One of the most important strategies in dealing with bullying is telling staff or someone else you trust. Silence and secrecy help protect the bully. Until incidents of bullying are reported, nothing can be done to deal with them.

When witnessing incidents of bullying, students should show their disapproval. Don’t stand by and do nothing! Let the bullies know that it is not okay to bully.

Treat others with courtesy and respect, whoever they are. This is the key to a bully-free school. Warning signs that your child may be a victim of bullying:

• Poor sleeping, depressed, moody.
• Anxious about going to school.
• Hangs out with teachers during breaks.
• Books, lunch money etc. damaged or missing.
• Sudden deterioration in school work.
• Sitting alone. Very few friends.
• Signs of physical abuse — cuts, bruises etc.

Some suggestions if your child is being bullied:

✓ Listen to them and take their concerns seriously.
✓ Report the incident to the school using the phone or email contact details on this brochure.
✓ Be supportive. Do what you can to build your child’s self-esteem. Reassure them and try to put the incident in context.
✓ Teach them to use positive “self-talk” to reinforce a healthy self image.
✓ Teach them simple assertiveness skills.
✓ Read up on the subject. Information is readily available on the Internet.
✓ It’s often better to just walk away with dignity from a bullying incident.
✓ Find suitable friends to spend time with.
✓ Teach them that reporting is not "dobbing".
✓ Ensure that your child is not doing anything that might encourage bullies.
✓ Ask to speak with the Guidance Counsellor for some ideas.
✓ Don’t give up! It can be a drama but it is possible to overcome.
Appendix 10

No Knives Allowed At School

WORKING TOGETHER TO KEEP MALENY STATE HIGH SCHOOL SAFE
Parent Information Guide

We can work together to keep knives out of school. At Maleny State High 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, Brian King can take tough 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 suspension.
- 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 Maleny 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, Mr Brian King.
WORKING TOGETHER TO KEEP MALENY STATE HIGH SCHOOL SAFE
Student Information Guide

We can work together to keep knives out of school. At Maleny State High School:
• Every student has the right to feel safe and be safe at school.
• There is no reason for a student to have a knife at school.
• No knives are allowed to be taken to school by students.
• It is against the law for a student to have a knife at school.
• A student that has a knife at school can receive very serious consequences.

What kinds of knife are banned?
You are not allowed to have any type of knife at school including:
• flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives
• any item that can be used as a weapon, for example, a chisel.

If you need a knife or tools for school subjects, school staff will provide them and supervise their use.

What will happen if I bring a knife to school?
• If you have a knife at school, the principal may call the police.
• Police can search you and your property at school if they think you have a knife.
• If you have a knife at school, you will be suspended and police will be contacted.
• You may be charged with a criminal offence and face serious consequences if convicted, including a fine or jail.
• School property such as desks or lockers can be searched if the principal suspects that you have a knife on or in school property.
• If the principal thinks you have a knife in your bag, the bag can be confiscated until police arrive.
• If you have a knife at school, it can be confiscated by the principal and given to the police.
• You may face serious disciplinary consequences if you bring a knife to school.

How can I help to keep Maleny State High School safe?
• Make sure you know the laws and rules about knives.
• Ask your parents not to put knives or knife tools in your lunch box, pencil case or craft kit.
• Contact your teacher if you are being bullied or threatened at school.
• Immediately tell a teacher or adult if you think someone has a knife at school, or if they say they will bring a knife to school.
• Immediately tell a teacher if a student is threatening anyone with an object that could injure them.
## Appendix 12

### Incident Report

Name: ___________________________ Date: ___________________________

Person Completing Form: ___________________________

### Name INAPPROPRIATE BEHAVIOUR

<table>
<thead>
<tr>
<th>Date of incident</th>
<th>Time incident started</th>
<th>Time incident ended</th>
</tr>
</thead>
</table>

Where was the student when the incident occurred?

Who was working with the student when the incident occurred?

Where was a member of staff when the incident occurred?

Who was next to the student when the incident occurred?

Who else was in the immediate area when the incident occurred?

What was the general atmosphere like at the time of the incident?

What was the student doing at the time of the incident?

What occurred **immediately** before the incident? Describe the activity, task, event.

Describe what the student did during the incident.

Describe the level of severity of the incident. (e.g. damage, injury to self/others)

Describe who or what the incident was directed at.

What action was taken to de-escalate or re-direct the problem?

Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing).
Learning is important at Maleny State High School. The Good Work Ethic Policy requires a student to complete formative and summative course requirements to the best of their ability. A student is required to attend every lesson every day unless they are, for medical reasons or extenuating circumstances, unable to do so. A student failing to meet course requirements will lose their Good Work Ethic standing and lose privileges until the work is completed.

**Student is “on track”**
- (attendance, assessment, class work, drafting, homework). Class teacher monitors work and progress and/or oversees lunch and class-time catch-ups, if/when necessary.

**Student is “not on track”**
- Teacher contacts parent/carer if set work is not completed by the required date, to an expected standard. Contact via letter, phone, note in diary, face-to-face conversation, email... OneSchool Record of Contact must be made. Class teacher to inform the HOD, and the YLC, HOSES, L/S, GO if necessary, to determine if there are extenuating circumstances.

**Student completes work for Teacher**
- via lunchtime catch-ups, tutorials (loss of own time) or at home until the course requirements have been met. Student keeps their Good Work Ethic standing.

**Student continues to be non-compliant with Policy – “not on track”**
- Failure to complete formative/summative assessment final copy (after ‘red slips’ have expired); classwork, poor attendance, exams.

**Junior Secondary Student Year 8, 9**
1. Class teacher attempts to keep student “on track”.
2. Class teacher informs the HOD as soon as possible after the task due date (and after ‘red slips’).
3. HOD generates ‘non-submit’ letter specifying that set work must be completed within two weeks.
4. HOD makes a OneSchool Record of Contact.

**Senior Secondary Student Year 10, 11 and 12**
1. Class teacher informs the HOD.
2. HOD informs the relevant ADMIN member.
3. Loss of privileges commences.
4. ADMIN intervention begins. OneSchool Record of Contact is maintained.
5. Student loses privileges until course work is completed (see list below).
6. Junior: possible alternative pathways
7. Senior: cancellation of enrolment

**Examples (Junior):** Student is unable to engage in reward days and incentive trips, Building Bridges, after-school teams, camps, Agricultural Show teams, future subject selection/study is at risk, referral to Curriculum Intervention Committee and/or Student Services regarding possible alternative pathways (eg. Flexi School).

**Examples (Senior):** Student is unable to engage in Ski Trip, Leadership Camp, VET Wednesday for Senior students. Course requirements have been met. Late penalties may apply to assessment tasks. Follow Assessment Policy in conjunction with HOD.

**Student does not complete work for Teacher. Student is “not on track”**
1. Class teacher informs the HOD.
2. HOD informs the relevant ADMIN member.
3. Loss of privileges commences.
4. ADMIN intervention begins. OneSchool Record of Contact is maintained.
5. Student loses privileges until course work is completed (see list below).
6. Junior: possible alternative pathways
7. Senior: cancellation of enrolment

**Examples (Junior):** Student is unable to engage in reward days and incentive trips, Building Bridges, after-school teams, camps, Agricultural Show teams, future subject selection/study is at risk, referral to Curriculum Intervention Committee and/or Student Services regarding possible alternative pathways (eg. Flexi School).

**Examples (Senior):** Student is unable to engage in Ski Trip, Leadership Camp, VET Wednesday, Senior jersey purchase, school sport (after school competitions, gala days), RoadCraft, school-based traineeships or apprenticeships, leadership positions, work experience, future subject selection/study is at risk if course requirements have not been met, cancellation of enrolment, referral to Curriculum Intervention Committee and/or Student Services regarding possible alternative pathways (eg. Flexi School).
Appendix 14

Defusion Strategies & Physical Intervention

Basic defusing strategies

*Avoid escalating the inappropriate 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 inappropriate situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates).

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

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

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

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

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 should not be used when a less severe response can effectively resolve the situation.

Any physical intervention made must:
- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student.
**Record keeping**
Each instance involving the use of physical intervention must be formally documented and entered on OneSchool. The following records must be maintained: