Muttaburra State School

Responsible Behaviour Plan for Students

based on The Code of School Behaviour

1. Purpose
Muttaburra State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values 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
Muttaburra State School reviewed this plan in Term 3, 2015 in collaboration with our school community. Consultation with parents, staff and students was undertaken through P&C meetings and during face-to-face with staff and students. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2012-2015 also informed the review process.

The Plan was endorsed by Tanya Bambling (Principal Muttaburra State School), Darren Kruse [President of the Muttaburra State School Parent and Citizens’ Association] and David Roach [Assistant Regional Director, Schools, Central Queensland Region] in September, 2015, and will be reviewed in 2018 as required in legislation.

3. Learning and behaviour statement
All areas of Muttaburra State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. We believe that by initiating and maintaining honest, constructive, open communications and relationships with parents with regard to their children’s learning, well-being and behaviour, we can build positive community partnerships.

All staff members and students value and recognise good behaviours as a key tool in behaviour management. The children whose behaviours are consistently appropriate, need to be encouraged to continue making positive choices. Acknowledging the effort they use to stay focused, on task and treat each other fairly helps build the foundations for outstanding community members. Children who try to improve their behaviours need explicit feedback, praise and a safe environment to learn consequences and the natural order of behaviours. Our school has identified the following school rules to teach and promote our high standards of responsible behaviour:

- Be Safe
- Be Responsible
- Be Respectful

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

Universal Behaviour Support

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

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

<table>
<thead>
<tr>
<th></th>
<th>ALL AREAS</th>
<th>CLASSROOM</th>
<th>PLAYGROUND</th>
<th>STAIRWELL</th>
<th>TOILETS</th>
<th>BIKE RACKS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BE RESPECTFUL</strong></td>
<td>▪ Use equipment appropriately</td>
<td>▪ Walk</td>
<td>▪ Participate in school approved games</td>
<td>▪ Rails are for hands</td>
<td>▪ Respect privacy of others</td>
<td>▪ Use own bike/scooter only</td>
</tr>
<tr>
<td></td>
<td>▪ Keep hands, feet and objects to yourself</td>
<td>▪ Sit appropriately</td>
<td>▪ Wear shoes and socks at all times</td>
<td>▪ Walk one step at a time</td>
<td></td>
<td>▪ Walk bike/scooter to the gate</td>
</tr>
<tr>
<td></td>
<td>▪ Speak respectfully to all staff, students and</td>
<td>▪ Enter and exit room in an orderly manner</td>
<td>▪ Be sun safe; wear a broad brimmed hat</td>
<td>▪ Carry items</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>the community</td>
<td></td>
<td></td>
<td>▪ Keep passage ways clear at all times</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>BE RESPONSIBLE</strong></td>
<td>▪ Ask permission to leave the classroom</td>
<td>▪ Be prepared</td>
<td>▪ Be a problem solver</td>
<td>▪ Move peacefully in single file</td>
<td></td>
<td>▪ Leave school promptly</td>
</tr>
<tr>
<td></td>
<td>▪ Be on time</td>
<td>▪ Complete set tasks</td>
<td>▪ Return equipment to appropriate place</td>
<td></td>
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<tr>
<td></td>
<td>▪ Be in the right place at the right time</td>
<td>▪ Take an active role in classroom activities</td>
<td>▪ at the end of lunch</td>
<td></td>
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<tr>
<td></td>
<td>▪ Follow instructions straight away</td>
<td>▪ Keep work space tidy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>BE SAFE</strong></td>
<td>▪ Respect others’ personal space and property</td>
<td>▪ Be honest</td>
<td>▪ Play fairly – take turns, invite others to join in and follow rules</td>
<td>▪ Walk quietly and orderly so that others are not disturbed</td>
<td></td>
<td>▪ Wait your turn</td>
</tr>
<tr>
<td></td>
<td>▪ Care for equipment</td>
<td></td>
<td>▪ Care for the environment</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>▪ Clean up after yourself</td>
<td></td>
<td>▪ Use sports equipment appropriately</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>▪ Use polite language</td>
<td></td>
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<tr>
<td></td>
<td>▪ Wait your turn</td>
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</tbody>
</table>

These expectations are communicated to students via a number of strategies, including:
- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons on School Parade through and during active supervision by staff during classroom and non-classroom activities.
- Students use a Behaviour Goal sheet to evaluate their own behaviour and use self-reflection to identify their areas of improvement.
- Daily student lunch monitors who give out Muttaburrasaurus tokens to their peers being safe, respectful and responsible.
<table>
<thead>
<tr>
<th></th>
<th>GOLD</th>
<th>SILVER</th>
<th>BRONZE</th>
<th>ORANGE</th>
<th>RED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GOLD</strong></td>
<td>Always 😄</td>
<td>Frequently 😄</td>
<td>Usually 😄</td>
<td>Sometimes 😄</td>
<td>Rarely 😄</td>
</tr>
<tr>
<td><strong>Persistence</strong></td>
<td>✓ I attempt all work</td>
<td>✓ I attempt all work</td>
<td>✓ I attempt all work</td>
<td>✓ I attempt all work</td>
<td>✓ I attempt all work</td>
</tr>
<tr>
<td></td>
<td>✓ I work hard on areas</td>
<td>✓ I work hard on areas</td>
<td>✓ I work hard on areas</td>
<td>✓ I work hard on areas</td>
<td>✓ I work hard on areas</td>
</tr>
<tr>
<td></td>
<td>✓ I don't give up</td>
<td>✓ I don't give up</td>
<td>✓ I don't give up</td>
<td>✓ I don't give up</td>
<td>✓ I don't give up</td>
</tr>
<tr>
<td></td>
<td>✓ I work on strategies to succeed</td>
<td>✓ I work on strategies to succeed</td>
<td>✓ I work on strategies to succeed</td>
<td>✓ I work on strategies to succeed</td>
<td>✓ I work on strategies to succeed</td>
</tr>
<tr>
<td></td>
<td>✓ I check my own work for errors</td>
<td>✓ I check my own work for errors</td>
<td>✓ I check my own work for errors</td>
<td>✓ I check my own work for errors</td>
<td>✓ I check my own work for errors</td>
</tr>
<tr>
<td><strong>Resilience</strong></td>
<td>✓ I can remain calm</td>
<td>✓ I can remain calm</td>
<td>✓ I can remain calm</td>
<td>✓ I can remain calm</td>
<td>✓ I can remain calm</td>
</tr>
<tr>
<td></td>
<td>✓ I can move on from negative experiences</td>
<td>✓ I can move on from negative experiences</td>
<td>✓ I can move on from negative experiences</td>
<td>✓ I can move on from negative experiences</td>
<td>✓ I can move on from negative experiences</td>
</tr>
<tr>
<td></td>
<td>✓ I can walk away</td>
<td>✓ I can walk away</td>
<td>✓ I can walk away</td>
<td>✓ I can walk away</td>
<td>✓ I can walk away</td>
</tr>
<tr>
<td></td>
<td>✓ I find appropriate help</td>
<td>✓ I find appropriate help</td>
<td>✓ I find appropriate help</td>
<td>✓ I find appropriate help</td>
<td>✓ I find appropriate help</td>
</tr>
<tr>
<td><strong>Organisation</strong></td>
<td>✓ I am ready for lessons</td>
<td>✓ I am ready for lessons</td>
<td>✓ I am ready for lessons</td>
<td>✓ I am ready for lessons</td>
<td>✓ I am ready for lessons</td>
</tr>
<tr>
<td></td>
<td>✓ I have my equipment ready</td>
<td>✓ I have my equipment ready</td>
<td>✓ I have my equipment ready</td>
<td>✓ I have my equipment ready</td>
<td>✓ I have my equipment ready</td>
</tr>
<tr>
<td></td>
<td>✓ I look after my own equipment</td>
<td>✓ I look after my own equipment</td>
<td>✓ I look after the equipment belonging to others</td>
<td>✓ I look after the equipment belonging to others</td>
<td>✓ I look after the equipment belonging to others</td>
</tr>
<tr>
<td></td>
<td>✓ I follow instructions quietly and quickly</td>
<td>✓ I follow instructions quietly and quickly</td>
<td>✓ I follow instructions quietly and quickly</td>
<td>✓ I follow instructions quietly and quickly</td>
<td>✓ I follow instructions quietly and quickly</td>
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<tr>
<td></td>
<td>✓ I hand in my homework on time</td>
<td>✓ I hand in my homework on time</td>
<td>✓ I hand in my homework on time</td>
<td>✓ I hand in my homework on time</td>
<td>✓ I hand in my homework on time</td>
</tr>
<tr>
<td></td>
<td>✓ I have goals</td>
<td>✓ I have goals</td>
<td>✓ I have goals</td>
<td>✓ I have goals</td>
<td>✓ I have goals</td>
</tr>
<tr>
<td></td>
<td>✓ I produce neat work</td>
<td>✓ I produce neat work</td>
<td>✓ I produce neat work</td>
<td>✓ I produce neat work</td>
<td>✓ I produce neat work</td>
</tr>
<tr>
<td><strong>Getting Along</strong></td>
<td>✓ I treat all students and adult with respect</td>
<td>✓ I treat all students and adult with respect</td>
<td>✓ I treat all students and adult with respect</td>
<td>✓ I treat all students and adult with respect</td>
<td>✓ I treat all students and adult with respect</td>
</tr>
<tr>
<td></td>
<td>✓ I help peers out</td>
<td>✓ I help peers out</td>
<td>✓ I help peers out</td>
<td>✓ I help peers out</td>
<td>✓ I help peers out</td>
</tr>
<tr>
<td></td>
<td>✓ I support peers</td>
<td>✓ I support peers</td>
<td>✓ I support peers</td>
<td>✓ I support peers</td>
<td>✓ I support peers</td>
</tr>
<tr>
<td></td>
<td>✓ I use appropriate language</td>
<td>✓ I use appropriate language</td>
<td>✓ I use appropriate language</td>
<td>✓ I use appropriate language</td>
<td>✓ I use appropriate language</td>
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<tr>
<td></td>
<td>✓ I use appropriate social skills</td>
<td>✓ I use appropriate social skills</td>
<td>✓ I use appropriate social skills</td>
<td>✓ I use appropriate social skills</td>
<td>✓ I use appropriate social skills</td>
</tr>
<tr>
<td></td>
<td>✓ I use classroom and school rules</td>
<td>✓ I use classroom and school rules</td>
<td>✓ I use classroom and school rules</td>
<td>✓ I use classroom and school rules</td>
<td>✓ I use classroom and school rules</td>
</tr>
<tr>
<td><strong>Classroom Application</strong></td>
<td>✓ I work consistently</td>
<td>✓ I work consistently</td>
<td>✓ I work consistently</td>
<td>✓ I work consistently</td>
<td>✓ I work consistently</td>
</tr>
<tr>
<td></td>
<td>✓ I ask for assistance</td>
<td>✓ I ask for assistance</td>
<td>✓ I ask for assistance</td>
<td>✓ I ask for assistance</td>
<td>✓ I ask for assistance</td>
</tr>
<tr>
<td></td>
<td>✓ I do not allow others to distract me</td>
<td>✓ I do not allow others to distract me</td>
<td>✓ I do not allow others to distract me</td>
<td>✓ I do not allow others to distract me</td>
<td>✓ I do not allow others to distract me</td>
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<td></td>
<td>✓ I do not distract others</td>
<td>✓ I do not distract others</td>
<td>✓ I do not distract others</td>
<td>✓ I do not distract others</td>
<td>✓ I do not distract others</td>
</tr>
<tr>
<td></td>
<td>✓ I participate actively in lessons</td>
<td>✓ I participate actively in lessons</td>
<td>✓ I participate actively in lessons</td>
<td>✓ I participate actively in lessons</td>
<td>✓ I participate actively in lessons</td>
</tr>
<tr>
<td></td>
<td>✓ I do not call out</td>
<td>✓ I do not call out</td>
<td>✓ I do not call out</td>
<td>✓ I do not call out</td>
<td>✓ I do not call out</td>
</tr>
<tr>
<td></td>
<td>✓ I produce work to the best of my ability</td>
<td>✓ I produce work to the best of my ability</td>
<td>✓ I produce work to the best of my ability</td>
<td>✓ I produce work to the best of my ability</td>
<td>✓ I produce work to the best of my ability</td>
</tr>
<tr>
<td></td>
<td>✓ I seek extension in capa ble areas</td>
<td>✓ I seek extension in capa ble areas</td>
<td>✓ I seek extension in capa ble areas</td>
<td>✓ I seek extension in capa ble areas</td>
<td>✓ I seek extension in capa ble areas</td>
</tr>
</tbody>
</table>
Muttaburra State School implements the following proactive and preventative processes and strategies to support student behaviour:

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Behaviour Leadership team members’ ensure regular provision of information to staff and parents, and support to others in sharing successful practices.
- Weekly report books to parents.
- Student awards – Student of the Week, Muttaburrasaurus Gotcha, Bookwork Award.
- Comprehensive induction programs in the Muttaburra State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support plans 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 1).
  - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).

**Reinforcing expected school behaviour**

At Muttaburra State School communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A weekly School Wide Positive Behaviour focus is noted in the newsletter and displayed in the classroom. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

**Muttaburra State School Positive Reinforcements**

Muttaburrasaurus Tokens

Staff members hand Muttaburrasaurus Tokens out each day to students they observe following school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When they ‘catch’ a student following the rules they can choose to give them a Muttaburrasaurus Token. When students are given a Muttaburrasaurus token they glue the card into their Muttaburrasaurus book under the week they received it.

Each Friday the Principal goes through the students Muttaburrasaurus book and selects the child with the most Muttaburrasaurus tokens for the week. This student receives the ‘Muttaburrasaurus’ Award on parade. The students have a goal of 200 Muttaburrasaurus tokens for the term. Those students who achieve this goal are invited to attend the Behaviour Celebration at the end of the term. Half way through the term the tokens of each student are tallied and those identified as ‘On track’ to reach their goal are invited to an “on track” lunch. Cards are never removed as a consequence for problem behaviour.

School Leaders

Students who are identified as GOLD or SILVER Behaviour Students are eligible to be School Leaders at Muttaburra State School. To be a School Leader students must demonstrate and practise positive behaviour choices in our school. There will be two school leaders selected each year at Muttaburra State School.
**Student of the Week**
Each week a student who has demonstrated great behaviour, work ethic and growth in learning is chosen as the Student of the Week. These students are recognised at Parade on a Friday and are celebrated during the week on our school information board. Their names are also published in the newsletter and they receive a certificate of recognition and a prize.

**Bookwork Award**
Students who follow the Muttaburra State School Bookwork Policy with the layout and neatness of their work are also celebrated on Parade. These students receive a certificate of achievement and a prize on the weekly parade.

**Responding to unacceptable 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 infrequent problem behaviour**
When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school’s expectations.

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

**Targeted behaviour support: Targeting Behaviour Plans and Goals**
Each year a small number students at Muttaburra State School are identified through our data as needing a little bit extra in the way of targeted behavioural support. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students’ learning and social success at risk if not addressed in a timely manner.

Students on a Targeted Behaviour Support plan attend their normal classes and activities with appropriate adjustments if required. However they have increased daily opportunities to receive positive contact with adults, additional support from check-in/check-out Behaviour Goal Books and increased opportunities to receive positive reinforcement. Where required, adjustments are made to support students through academic support, adult mentoring or intensive social skills training.

The Targeted Behaviour Support plan is coordinated by the Principal and ensures full staff involvement. All staff members are provided with continuous professional development consisting of an overview of the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported.

Students whose behaviour does not improve after participation in the Targeted Behaviour Support program, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

**Intensive behaviour support: Individual Behaviour Support Plan**
For students requiring this level of support an individual program of support will be designed in consultation with parents, the principal and other district support personnel. Muttaburra State School is committed to education 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.
5. Consequences for unacceptable behaviour

Muttaburra State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. Staff complete an incident report on One School (student information recording system). The recording of three minor behaviours constitutes a major behaviour.

Minor and major behaviours

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

- **Minor** problem behaviour is handled by staff members at the time it happens
- **Major** problem behaviour is referred directly to the school Principal

Minor behaviours are those that:

- are minor breeches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours
- do not require involvement of the Principal

Minor problem behaviours may result in the following consequences:

- a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction procedure. The staff member takes the student aside and:
  1. names the behaviour that student is displaying,
  2. asks student to name expected school behaviour,
  3. states and explains expected school behaviour if necessary
  4. gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of the school Principal.

Major behaviours result in an immediate referral to the Principal because of their seriousness. When a major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour and consequences for non-compliance. The staff member then fills out the one school incident recording form.

Major problem behaviours may result in the following consequences:
- **Level One**: Parent contact, time in office, removal to withdrawal room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, referral to Targeted Behaviour Plans and Goals AND/OR
- **Level Two**: Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school
- **Level Three**: Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

The following table outlines examples of major and minor problem behaviours:

<table>
<thead>
<tr>
<th>Area</th>
<th>Minor</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Movement around school</td>
<td>• Running on concrete or around buildings</td>
<td>• Throwing objects</td>
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<tr>
<td></td>
<td>• Running on the stairs</td>
<td>• Possession of weapons</td>
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<tr>
<td></td>
<td>• Not walking bike in school grounds</td>
<td></td>
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<tr>
<td>Play</td>
<td>• Incorrect use of equipment</td>
<td>• Serious physical aggression</td>
</tr>
<tr>
<td></td>
<td>• Not playing school approved games</td>
<td>• Fighting</td>
</tr>
<tr>
<td></td>
<td>• Playing in toilets</td>
<td></td>
</tr>
<tr>
<td>Physical contact</td>
<td>• Minor physical contact (eg: pushing and shoving)</td>
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</tr>
<tr>
<td>Correct Attire</td>
<td>• Not wearing a Sunsafe hat in playground</td>
<td>• Continued non-compliance</td>
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<tr>
<td></td>
<td>• Not wearing shoes outside</td>
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<td></td>
<td>• Refer to dress code policy – Appendix 6</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>• Possession or selling of drugs</td>
</tr>
<tr>
<td>Class tasks</td>
<td>• Not completing set tasks that are at an appropriate level</td>
<td></td>
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<tr>
<td></td>
<td>• Refusing to work</td>
<td></td>
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<tr>
<td>Being in the right place</td>
<td>• Not being punctual (eg: lateness after breaks)</td>
<td>• Leaving class without permission (out of sight)</td>
</tr>
<tr>
<td></td>
<td>• Not in the right place at the right time.</td>
<td>• Leaving school without permission</td>
</tr>
<tr>
<td>Follow instructions</td>
<td>• Low intensity failure to respond to adult request</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Non compliance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Unco-operative behaviour</td>
<td></td>
</tr>
<tr>
<td>Accept outcomes for behaviour</td>
<td>• Minor dishonesty</td>
<td>• Major dishonesty</td>
</tr>
<tr>
<td>Rubbish</td>
<td>• Littering</td>
<td></td>
</tr>
<tr>
<td>Mobile Phone</td>
<td>• Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member)</td>
<td>• Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation</td>
</tr>
<tr>
<td>Language</td>
<td>• Inappropriate language (written/verbal)</td>
<td>• Offensive language (written/verbal)</td>
</tr>
<tr>
<td></td>
<td>• Calling out</td>
<td>• Aggressive language</td>
</tr>
<tr>
<td></td>
<td>• Poor attitude</td>
<td>• Verbal abuse / directed profanity</td>
</tr>
<tr>
<td></td>
<td>• Disrespectful tone</td>
<td></td>
</tr>
<tr>
<td>Property</td>
<td>• Petty theft</td>
<td>• Stealing / major theft</td>
</tr>
<tr>
<td></td>
<td>• Lack of care for the environment</td>
<td>• Willful property damage</td>
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<tr>
<td></td>
<td></td>
<td>• Vandalism</td>
</tr>
<tr>
<td>Others</td>
<td>Others</td>
<td>Others</td>
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<tr>
<td>--------</td>
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<tr>
<td>• Not playing fairly</td>
<td>• Major bullying / harassment</td>
<td></td>
</tr>
<tr>
<td>• Minor disruption to class</td>
<td>• Major disruption to class</td>
<td></td>
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<tr>
<td>• Minor defiance</td>
<td>• Blatant disrespect</td>
<td></td>
</tr>
<tr>
<td>• Minor bullying / harassment</td>
<td>• Major defiance</td>
<td></td>
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</tbody>
</table>

Ongoing occurrences of persistent low level problem behaviours may be considered major problem behaviours and attract corresponding consequences.

**Relate problem behaviours to expected school behaviours**
When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

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

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

**Ensuring consistent responses to problem behaviour**
At Muttaburra State School staff members (including teacher aides and administration staff) are authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Students also receive training about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

**6. Emergency or critical incident responses**

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

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

**Severe problem behaviour** is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.
Basic defusing strategies

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

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

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

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

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

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

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

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

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

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

Any physical intervention made must:
• be reasonable in the particular circumstances,
• be in proportion to the circumstances of the incident
• always be the minimum force needed to achieve the desired result, and
• take into account the age, stature, disability, understanding and gender of the student.

Record keeping
Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:
• Incident Report Details (appendix 4) to be entered into one school
• Health and Safety incident record (link)
• Debriefing report (for student and staff) (Appendix 5).
Muttaburra State School Behaviour Support Plan

**Values** – Every person has the right and responsibility to ensure a safe, friendly, inclusive and supportive learning/work environment.

Acknowledgement Plan
- Praise/encouragement
- Muttaburrasaurus tokens
- Individual acknowledgement through negotiated rewards such as chosen activity when work is complete
- Awards on parade for improved behaviour or consistent excellent behaviour
- Phone call to parents to acknowledge positive student behaviour at school

Yes \[\rightarrow\] Safe? Manageable?

No \[\rightarrow\] No

Yes \[\rightarrow\] Appropriate?

No \[\rightarrow\] Cooperative?

Yes

Corrrectional Plan
- Nonverbal cues
- Verbal direction/re-direction
- State choices and consequences
- Enforce consequences
- Complete work at alternative time
- Time out
- Loss of Free Time
- Parent contact/conference

No

Restitution Plan
- Complete a reflection plan
- Apology to specific person
- Replace broken/stolen item
- Complete missed work
- Alternative management strategies

Yes

People in Our Support Plan
- Teachers: Tanya Bambling and Emma Price
- Teacher Aides: Christine Walters and Jenny Fuller
- Principal: Tanya Bambling

Note:
The individual circumstances of each case will be taken into account when deciding and applying consequences of behaviour.
7. Network of student support
Students at Muttaburra State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour support by:

- Parents
- Teachers
- Support Staff
- Guidance Officer
- Senior Guidance Officer
- School Chaplain

Support may also be available through the following government and community agencies if they are available:

- Child and Youth Mental Health
- Disability Services Queensland
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Royal Flying Doctor Health Services
- Community Health Services
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.

Muttaburra State School considers the individual circumstances of students when applying support and consequences by:

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

9. Related legislation
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Regulation 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
11. Some related resources

- [Bullying. No Way!](#)
- [Schoolwide Positive Behaviour Support](#)
- [Code of Conduct for School Students Travelling on Buses](#)

**Endorsement**

<table>
<thead>
<tr>
<th>Principal</th>
<th>P&amp;C President or Chair, School Council</th>
<th>Regional Executive Director or Executive Director (Schools)</th>
</tr>
</thead>
</table>

Effective Date: 7/9/15 – 31 December 2018
Appendix 1

The Use of Personal Technology Devices* at School

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

Certain Personal Technology Devices Banned From School
Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be 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 discipline.

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.

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 them being recorded without their knowledge or consent.

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

Breach of this policy may be subject to discipline (including suspension and 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 QPS.

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

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

Recording Private Conversations and the Invasion of Privacy Act 1971
It is important that all members of the school community understand that under the Invasion of Privacy Act 1971, ‘a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation’. It is also an offence under the

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1 Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
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, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, IPods® and devices of a similar nature.*
Appendix 2

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

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

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

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

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

5. At Muttaburra State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale
6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening
to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

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

Prevention
8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our Schoolwide Universal Behaviour support practices will be maintained at all times. This will ensure that:
   - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
   - All students know the 3 school rules 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 5-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.
The High 5 (Response to Bullying Behaviour)

1. Ignore
2. Take a deep breath and talk friendly
3. Walk away
4. Look directly into the eyes of the person attempting to bully you and speak in a firm, clear voice and say. “Stop That, I don’t like it”
5. Go directly to a teacher if the attempts to bully you don’t stop and report what happened.

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 programming. The anti-bullying process at Muttaburra State School takes care to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.

13. Muttaburra State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.
Appendix 5

Debriefing Report

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

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

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

Debriefing should provide information on:

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

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

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

Questions for staff

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

Questions for student

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

For students who have language or communication difficulties the debriefing process will need to modified to accommodate their specific receptive and expressive needs.
Appendix 6

Muttaburra State School – Information for parents regarding knives

WORKING TOGETHER TO KEEP Muttaburra State School SAFE

We can work together to keep knives out of school. At Muttaburra 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 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 serious disciplinary consequences including suspension and exclusion from Muttaburra State School.
• 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 Muttaburra 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.

Muttaburra State School – the.principal@muttaburss.eq.edu.au or 07 4658 7289
Appendix 7

Guideline – Action Flow Chart for Suspension, Cancellation of Enrolment

Principal’s Action Flow Chart – Suspension, Cancellation of Enrolment

- **Code of School Behaviour**
- **School Behaviour Plan Developed and Implemented**
  - Appropriate whole school support strategies implemented
  - Appropriate targeted and intensive support strategies implemented
- **Student and parents made aware of unacceptable behaviour and consequences, early positive support sought from parents**
- **Student and parent made aware that suspension/cancellation imminent and advised of procedures**
- **Appropriately investigate all circumstances and document all evidence and findings. Ensure process of natural justice through opportunity for student to put forward their case.**
  - Try other strategies eg. Individual Behaviour Plan → restart process
  - **Decision to Take Disciplinary Action**
  - **Suspension (1-5 days) → Schoolwork (1-5 days) or education program (6 – 20 days) provided.**
  - **Suspension (6-20 days)**
  - **Cancellation of Enrolment**
- **Send Advice of Non-compliance**
  - **Send Show Cause for Non-cancellation to student & parent**
  - Seek formal advice from GO or appropriately qualified person and document
  - **Notice of Cancellation of Enrolment, and Submission Guide** forwarded to student and parent
- **Enter all appropriate data into OneSchool**
  - **Complete Record of SDA and file.**
    - If submission is made to principal’s supervisor, attach Record of SDA to completed investigation report and forward to District Office for decision
  - **Complete Record of SDA and file. Send copy of cancellation notice to District Office**
    - If submission is made to principal’s supervisor, attach Record of SDA to completed investigation report and forward to District Office for decision

* A Behaviour Improvement Condition is an option to be used only when the student’s behaviour warrants grounds for exclusion.

** In the event of suspension (6-20 days) or cancellation of enrolment, student or parent may send a submission appealing against the decision to the principal’s supervisor.

Uncontrolled copy. Refer to the Department of Education, Training and Employment Policy and Procedure Register at [http://prp.det.qld.gov.au](http://prp.det.qld.gov.au) to ensure you have the most current version of this document.
Appendix 8

Ignore

- Pretend you didn’t hear it.
- Do not make eye contact.
- Maintain positive body posture (calm, confident).
- Think positive self-esteem statements.
- Count to five in your head slowly.
- Take deep breaths.

Talk Friendly

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

Walk Away

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

Talk Firmly

- As per Talk Friendly.
- Use an assertive voice, slightly raised.
- Tell them to stop it.
- Re-state your "I" statement. eg. I said....... 
- State the consequences of continued bullying.

Report

- Walk away and tell a staff member.
- Go to a safety zone.
- Bystanders - support and report.
- Report, report, report until somebody listens.

Remember -

- Reporting is helping/getting yourself out of trouble.
- Dobbing is trying to get someone in trouble using a whiny voice.
Appendix 9

To be a learner, make sure you.....

Be safe

Be Respectful

Have you earnt you’re Muttaburraurus’ today?

Be Responsible