



The Code of  
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# ***Responsible Behaviour Plan for Students***

*Reviewed February, 2016*



**Queensland  
Government**  
Education Queensland



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### 1. Purpose

Coolnwynpin 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 (the 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

Coolnwynpin State School developed this plan as part of a review process that included analysing a range of data including school opinion survey data, attendance, behaviour incidents, Teaching and Learning and Discipline Audit recommendations (2014) and School Disciplinary Absences. Staff, students and parents were also consulted as part of the review process.

The plan was endorsed by the Principal and the President of the P&C in 2014 and will be reviewed as required.

### 3. Learning and Behaviour Statement

All areas of Coolnwynpin 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. Our school-wide framework for managing behaviour is **Positive Behaviour for Learning (PBL)**.

Our Responsible Behaviour plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone and assist in creating and maintaining 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 developed a plan for promoting and managing behaviour based on our shared belief that all members of our community have certain rights and responsibilities. We believe in creating an environment that respects the following rights:

- the rights of all to be safe
- the right to be treated with respect and
- the rights of all students to learn and teachers to teach.

This plan therefore highlights three overarching rules to ensure that high standards of acceptable behaviour are taught, acknowledged and promoted on a daily basis across all school contexts.

Coolnwynpin State School rules are:

- We are safe
- We are respectful
- We are learners

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.



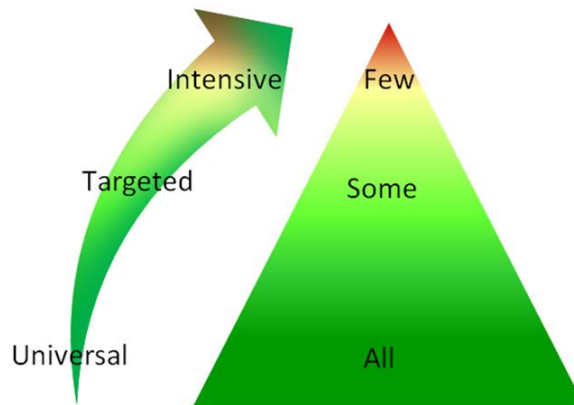
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### 4. Processes for Facilitating Standards of Positive Behaviour and Responding to Unacceptable Behaviour

Coolnwynpin State School both facilitates standards of positive behaviour and responds to unacceptable behaviour using an evidence-based three-tiered approach that delivers a range of **universal**, **targeted**, and **intensive** supports.

- **Universal (whole school)**  
In a supportive and well-disciplined school, up to 80% to 90% of students require little, if any, additional support beyond universal, whole school strategies in order to be able to follow the school rules and demonstrate appropriate social behaviours.
- **Targeted (some)**  
In a supportive and well-disciplined school, up to 10 to 15% of students may occasionally need additional targeted support, specific adjustments or program intervention. Targeted support is typically delivered in small groups to the identified population.
- **Intensive (few)**  
In a supportive and well-disciplined school up to 2 to 5% of students may need more intensive support and/or flexible learning options to assist them to continue their learning. These are typically individualised interventions for students with highly complex and challenging behaviours. Functional behaviour assessment is generally undertaken to assist with the development of intensive support options.



#### Universal (Whole School) Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Coolnwynpin 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 which is designed to prevent problem behaviour and to provide 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 Positive Behaviour for Learning Positive Behaviour Matrix outlines our agreed rules and specific behavioural expectations in all school settings.



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## Coolwypin State School Positive Behaviour Matrix

	We are Safe	We are Respectful	We are Learners
<b>In all school settings</b>	<ul style="list-style-type: none"> <li>We keep our hands and feet to ourselves</li> <li>We listen to and follow all instructions</li> <li>We use equipment safely</li> <li>We are in right place at the right time</li> <li>We use the 'high 5' to respond to bullying</li> </ul>	<ul style="list-style-type: none"> <li>We wear our school uniform</li> <li>We listen to and follow all instructions</li> <li>We use our manners</li> <li>We use positive words (We are bucket fillers)</li> <li>We celebrate differences.</li> </ul>	<ul style="list-style-type: none"> <li>We ask for help when needed</li> <li>We listen actively</li> <li>We are prepared for learning</li> <li>We work to the best of our ability</li> <li>We politely remind younger students of appropriate behaviours</li> </ul>
<b>In classrooms and other learning spaces.</b>	<ul style="list-style-type: none"> <li>We remain in our classroom unless asked to leave</li> <li>We sit on our chairs safely</li> <li>We walk when moving around the classroom</li> </ul>	<ul style="list-style-type: none"> <li>We raise our hand and wait to speak</li> <li>We take turns and share</li> <li>We enter our rooms quietly</li> <li>We consider the learning rights of others</li> </ul>	<ul style="list-style-type: none"> <li>We keep our tidy trays and equipment tidy and organised</li> <li>We are persistent in our efforts</li> <li>We are positive towards our learning</li> <li>We accept challenges</li> <li>We set and review our learning goals regularly</li> </ul>
<b>When moving around the school and visiting others.</b>	<ul style="list-style-type: none"> <li>We line up in two straight lines outside our classroom after breaks, before school and when moving around the school</li> <li>We walk on the concrete</li> </ul>	<ul style="list-style-type: none"> <li>We line up in two straight lines outside our classroom after breaks, before school and when moving around the school</li> <li>We move around our school quietly</li> </ul>	<ul style="list-style-type: none"> <li>We observe signage</li> </ul>
<b>In Eating Areas</b>	<ul style="list-style-type: none"> <li>We sit and eat our food</li> <li>We throw our rubbish in the correct bins</li> <li>We speak quietly to our friends</li> <li>We follow teacher instructions</li> </ul>	<ul style="list-style-type: none"> <li>We use manners when collecting items from the tuckshop</li> <li>We respect others property</li> <li>We respect others right to eat</li> </ul>	<ul style="list-style-type: none"> <li>We learn from others and their experiences</li> </ul>
<b>In the toilets</b>	<ul style="list-style-type: none"> <li>We wash our hands</li> <li>We try not to wet the floors</li> <li>We use toilets for their primary purpose only</li> </ul>	<ul style="list-style-type: none"> <li>We consider others need for privacy</li> <li>We flush the toilet after use</li> <li>We let office staff know if there are problems with the toilets</li> </ul>	<ul style="list-style-type: none"> <li>We go to the toilet and go straight back to class</li> </ul>
<b>In the Playground</b>	<ul style="list-style-type: none"> <li>We wear a hat when outdoors</li> <li>We take turns on equipment</li> <li>We wear correct equipment when playing sports</li> </ul>	<ul style="list-style-type: none"> <li>We show good sportsmanship</li> <li>We take turns</li> <li>We look after our environment</li> </ul>	<ul style="list-style-type: none"> <li>We move off to class quickly when the bell goes</li> </ul>
<b>At Assemblies</b>	<ul style="list-style-type: none"> <li>We enter and leave the assembly in an orderly manner with our class</li> <li>We follow instructions of school staff</li> </ul>	<ul style="list-style-type: none"> <li>We wait quietly for the assembly to begin</li> <li>We sing our national anthem and school song with pride</li> <li>We celebrate the successes of others</li> </ul>	<ul style="list-style-type: none"> <li>We listen actively to those presenting</li> </ul>
<b>On Excursions / Camps and in the community</b>	<ul style="list-style-type: none"> <li>We stay with our group</li> <li>We follow the instructions of group leaders and adults</li> <li>We consider the safety of others in all we do</li> </ul>	<ul style="list-style-type: none"> <li>We wear our uniform with pride and represent our school well</li> <li>We consider members of the public</li> <li>We respect the local environment</li> <li>We acknowledge school staff sacrifice a lot to enable such events and activities</li> </ul>	<ul style="list-style-type: none"> <li>We acknowledge our guides are experts and able to share special skills and information with us</li> </ul>
<b>When using Technology</b>	<ul style="list-style-type: none"> <li>We do not give out personal details to others</li> <li>We only respond to messages from known acquaintances</li> <li>We use furniture and equipment for what it is intended</li> </ul>	<ul style="list-style-type: none"> <li>We always use appropriate language and common courtesies when communicating with others</li> <li>We care for equipment</li> <li>We log off when finished using devices</li> <li>We keep workstations clean and tidy</li> </ul>	<ul style="list-style-type: none"> <li>We use technology as a learning tool</li> <li>We only visit websites associated with our learning</li> </ul>



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### Universal (Whole School) Behaviour Support contd.

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

- weekly PBL goal identified on parade
- weekly PBL lessons conducted by classroom teachers in classrooms and across the school
- 3 levels of reinforcement for acknowledging appropriate behaviours:
  1. Immediate - free and frequent system using Cool School Award Charts and Cool School Tokens
  2. Short term - classroom based rewards including Cool School Awards Charts, Classroom Rewards Menus and Student and Class of the Week
  3. Long term - schoolwide rewards activities (e.g. Cool School Awards Activities at the end of term) and special events (e.g. Principal's Cool School Awards morning tea).

Whole school (universal) strategies to elicit and maximise positive behaviours and increase student engagement may include:

- utilising Effective Skills for Classroom Management practices
- creating intentionally inviting learning spaces
- establishing clear expectations & rules with students
- establishing clear procedures & routines for students
- practising active supervision in all areas
- establishing a consistent continuum of strategies to acknowledge appropriate behaviour
- establishing a consistent continuum of strategies to respond to inappropriate behaviour
- providing students with multiple opportunities to respond in class
- modification of activity sequences and/or offering choices and
- implementing a range of strategies to increase academic success (e.g. differentiation).

### 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 what should they be doing and which rule they need to be using to change their behaviour so that it aligns with their 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 as a learner. 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.

The school behaviour steps (below) establish consistent practice and expectations in responding to low level inappropriate behaviour.

1. rule reminder, re-teach lesson
2. student warning, making a choice
3. teacher/student conference
4. classroom time-out (up to 5 minutes with work)
5. buddy class (up to 10 minutes with work)
6. office referral (with work)

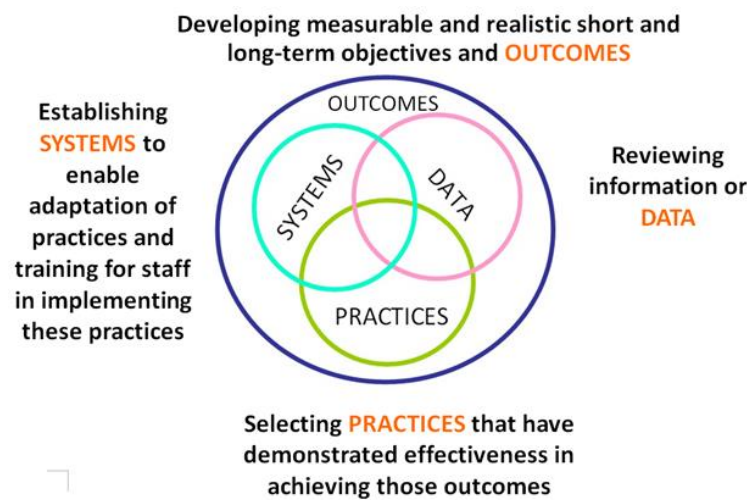


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Coolnwynpin State School also implements the following proactive and preventative processes and strategies to support student behaviour:

- updates in the school newsletter, website and QSchools app, enabling parents to be actively and positively involved in school behaviour expectations
- induction programs delivered to new students as well as new and relief staff
- access your child's behaviour profile using Qparents app/website
- development of specific policies including:
  - the Use of Personal Technology Devices\* at School (Appendix 1)
  - procedures for Preventing and Responding to Incidents of Bullying (Appendix 2) and
- ongoing implementation of PBL via the PBL Leadership Team where through regular meetings and the decision making model below, current schoolwide behaviour systems are planned, implemented and reviewed to ensure current schoolwide systems meet the needs of students and staff.



## Anti-Bullying Policy

The issue of anti-bullying has a high priority within our school and community and is reflected through our whole school rules and expectations. Coolnwynpin State School aims to provide an environment where every child feels safe, happy and respected. The school considers bullying in any form unacceptable behaviour and will respond appropriately to any and all instances which are brought to the attention of teachers, administration and staff.

Coolnwynpin State School regards bullying as unprovoked, deliberate and repeated acts of behaviour, including physical, verbal, psychological or social aggression that are directed towards a specific student by someone with more power and intended to cause harm, distress and/or create fear. Bullying is when a child, or a group of children, deliberately upset or hurt another child AND it occurs over a sustained period of time.

Bullying may be carried out overtly (e.g. face-to-face) or covertly (e.g. through repeated social exclusion or via technology, which includes cyber-bullying). It is not the same as conflict or social dislike even though, in some cases, the outcome of both can be bullying.



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### The High 5 - Dealing with Bullying Program

The *High 5 – Dealing with Bullying Program* is a list of strategies that students are provided with to manage bullying behaviour. The program is a problem-solving tool that the students can use to help them identify and cope with bullying behaviour. The *High 5 – Dealing with Bullying program* is reinforced by all members of the school community and is the preferred manner in which students solve problems in the playground.

Students are taught these strategies to use if bullying occurs:

1. **Ignore** the bullying by continuing working or playing, looking the other way or walking away.
2. **Walk away / Move or look away.**
3. **Talk friendly** – Give an “I” message / “I don’t like it when you do that.”
4. **Talk firmly** – Stress the child uses good assertive language (words and body) with firm message.
5. **Tell an adult.**

### Mobile Phones and other Electronic Devices

The school would prefer that students do not bring mobile phones to school. If a mobile phone is brought to school by a student it must be handed to the office staff at the start of the school day, and collected at the end of the day. A departmental policy on electronic devices is included in the enrolment pack and see Appendix 1 for further information on electronic devices policy.

### Targeted Behaviour Support

In the classroom, teachers implement planned and incidental strategies to teach appropriate social skills and to build a good rapport with students. Teachers make their students aware of how they can demonstrate exemplary behaviour and provide them with ongoing support and opportunities to correct inappropriate behaviours. Teachers will follow schoolwide behaviour steps (see below) when students are engaging in persistent, low level minor behaviours that may be interfering with their learning or the learning of others, in order to ensure consistency and predictability for students.

Schoolwide behaviour steps:

1. rule reminder, re-teach lesson
2. student warning, making a choice
3. teacher/student conference
4. classroom time-out (up to 5 minutes with work)
5. buddy class (up to 10 minutes with work)
6. office referral (with work)

*\* In the event of any behaviour/s that put the student themselves, other students or staff at risk of harm, teachers may immediately refer to the office for Administration staff.*

Some students at Coolwypin State School may be identified through our data as needing extra help and support to maintain positive behaviour and learning skills. 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.



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Students may be identified through data or may be formally referred to our targeted (Tier II) specialist support team. A response may involve classroom observations, the development of an individual behaviour support plan, access to a Check-In/Check-Out (CICO) support program, provision of a Playground Passport (to provide guided play options), Pathways to Camp program, referral to specialist staff and/or an abbreviated functional behaviour assessment for more persistent inappropriate behaviours. Responses are likely to consider modifications to academic, social and behavioural support.

Students whose behaviour does not improve after participation in targeted behaviour support plans or whose previous behaviour indicates a need for specialised intervention, may be provided with intensive behaviour support through application to external behaviour support units such as a Positive Learning Centre or Managing Young Children's Program (MYCP).

### Intensive behaviour support: SNAC/Tier III Behaviour Support Team

Coolnwynpin State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The Special Needs Action Committee/SNAC (Tier III Behaviour Support Team):

- facilitates a functional behaviour assessment for appropriate students
- works with other staff members 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 PBL Leadership Team to achieve continuity and consistency.

The targeted (Tier II) support team and/or teacher may refer students to the Special Needs Action Committee/SNAC (Tier III Behaviour Support Team). Prior to a referral, the teacher and/or Tier II team member contacts parents to gain permission for the referral and potential specialist involvement. The support team then begins the assessment and support process. In some 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. 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.





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### Basic defusing strategies

1. 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.
2. 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.
3. 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.
4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other student's 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.
5. 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 or
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Coolnwynpin 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 and
- physical intervention must not be used when a less severe response can effectively resolve the situation and the underlying function of the behaviour.

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.



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### Record keeping

Each instance involving the use of physical intervention must be formally documented. The processes can be found at <http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx> online.

## 6. Consequences for unacceptable behaviour

An important aspect of our plan is trying to ensure consistent, timely and just responses to unacceptable behaviours. Coolnwynpin 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. Classroom and playground office referral forms are used to record all major problem behaviours.

### Minor and major behaviours

When responding to inappropriate 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 and in the context in which it occurs
- **major** problem behaviour is referred to the school Administration team.

**Minor** behaviours are those that:

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

Minor problem behaviours may result in the following consequences:

- a minor consequence that is 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 the student is displaying
  2. asks the student to name expected school behaviour
  3. states and explains expected school behaviour if necessary; and
  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 and
- require the involvement of school Administration.

**Major** behaviours may result in an immediate referral to the Administration Team because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour to the student and remind



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them of the expected school behaviour. The staff member then completes the office referral form and may escort the student to Administration.

Major problem behaviours may result in the following consequences:

- time in office, alternative lunchtime activities, loss of privilege, restitution, loss of break times (lunch time detention), warning regarding future consequence for repeated offence, referral to Tier II team
- parent contact, referral to Guidance Officer, referral to Tier II PBL team, SNAC/Tier III Behaviour Support Team, suspension from school and/or
- 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 an immediate suspension with a proposal to exclude from the school.

The following tables outline Coolwypin State School's minor and major problem behaviour definitions:

<b>MINOR BEHAVIOUR DEFINITIONS</b>	
<b>HARASSMENT</b>	<i>Some repeated incidents of teasing, name calling, taking personal items belonging to others, low level gestures or annoying behaviour.</i>
<b>DEFIANT/THREAT/S TO ADULTS</b>	<i>Refusal to follow classroom or school rules, staff directions, talking back and/or socially rude interactions.</i>
<b>DISRUPTIVE</b>	<i>Intentional behaviour causing an interruption in class or activity. Disruption includes loud talk, noise with materials or body parts or getting out of seat.</i>
<b>DRESS CODE</b>	<i>Not wearing the appropriate school uniform or part of school uniform.</i>
<b>IT MISCONDUCT</b>	<i>Unauthorised and inappropriate use of school technology (e.g., downloading of software, sites, pictures, changing computer settings or providing personal information to web sites).</i>
<b>LATE</b>	<i>Arriving at school after 9am.</i>
<b>LYING/CHEATING</b>	<i>Student delivers message that is untrue and or deliberately violates rules. Unfair play during sporting or academic activities. Forgery - Student modifies or reproduces a document or signature or claims another person made an object and this is found to be untrue.</i>
<b>MISCONDUCT INVOLVING OBJECT</b>	<i>Using objects inappropriately.</i>
<b>NON-COMPLIANT WITH ROUTINE</b>	<i>Failure to follow school routines such as walking in line, standing behind chairs etc.</i>
<b>PHYSICAL MISCONDUCT</b>	<i>Non-threatening physical interactions or rough play.</i>
<b>POSSESS PROHIBITED ITEMS</b>	<i>Skate boards, scooters, marbles, etc.</i>
<b>PROPERTY MISCONDUCT</b>	<i>Stealing small objects from school or other student or teacher. Student participates in an activity that results in damage to property belonging to self, staff, school or other student.</i>
<b>REFUSAL TO PARTICIPATE IN PROGRAM OF INSTRUCTION</b>	<i>Refuses to participate in organised school activities during school hours</i>
<b>THREAT/S TO OTHERS</b>	<i>Verbal, physical or gestural interactions indicating harm, but without intent to actually harm.</i>
<b>TRUANT/SKIP CLASS</b>	<i>Failure to attend a lesson or lessons.</i>
<b>VERBAL MISCONDUCT</b>	<i>(Inappropriate Language) Non-threatening non directed verbal or gestural messages used within conversation that include swearing, name calling, or use of words in an inappropriate way.</i>



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### MAJOR BEHAVIOUR DEFINITIONS

<b>BULLYING/ HARASSMENT</b>	<i>Persistent or continual teasing or name calling, taking of personal items belonging to others, or intimidation of any kind that has occurred over a sustained period of time.</i>
<b>DEFIANT/THREAT/S TO ADULTS</b>	<i>Deliberate verbal or physical threatening towards any adult member of the school community.</i>
<b>DISRUPTIVE</b>	<i>Behaviour causing an interruption in a class activity where the student is not responsive to repeated directions and after behaviour steps have been followed. Disruption includes sustained loud talk, yelling, or screaming, persistent noise with materials or body parts, roughhousing, and or sustained out of seat behaviour.</i>
<b>DRESS CODE</b>	<i>Wearing offensive or highly inappropriate items of clothing that cause severe offence to members of the school community.</i>
<b>IT MISCONDUCT</b>	<i>Unauthorised and inappropriate use of school technology targeting another student or staff member through social media, downloading pornography of any sort, causing damage to school network through hacking or deliberate vandalism.</i>
<b>MISCONDUCT INVOLVING OBJECT</b>	<i>Using object with the intent to cause harm to others or themselves or as a result an injury occurs.</i>
<b>NON-COMPLIANT WITH ROUTINE</b>	<i>Refusal to follow classroom behaviour process( i.e. refusal to attend time out, buddy class or allocated detention).</i>
<b>OTHER CONDUCT PREJUDICIAL TO THE GOOD ORDER AND MANAGEMENT OF SCHOOL</b>	<i>Any behaviour which is extreme by nature and significantly impacts on the management, running or function of the school, and is not covered by any of the categories above.</i>
<b>PHYSICAL MISCONDUCT</b>	<i>Actions involving serious physical contact where injury may occur (e.g., hitting, punching, kicking, hair pulling, scratching, etc.).</i>
<b>POSSESS PROHIBITED ITEMS</b>	<i>Student is in possession of look-alike or real knives or guns, or other objects readily capable of creating the impression of causing bodily harm.</i>
<b>PROPERTY MISCONDUCT</b>	<i>Student participates in an activity that results in substantial destruction or disfigurement of property belonging to the school, staff member or another student.</i>
<b>SUBSTANCE MISCONDUCT INVOLVING ILLICIT SUBSTANCE</b>	<i>Student is in possession of, caught using, or under the influence of illegal drugs or alcohol. Student is in possession of knives or guns or other objects readily capable of causing bodily harm, or creating the impression (as in the case of a fake gun) of causing bodily harm.</i>
<b>SUBSTANCE MISCONDUCT</b>	<i>Student is in possession of or caught using tobacco products.</i>
<b>THREAT/S TO OTHERS</b>	<i>Ongoing threatening verbal, physical or gestural interactions with peers or staff that are directed toward someone indicating the intent to injure or harm physically or emotionally.</i>
<b>TRUANT/SKIP CLASS</b>	<i>Failure to attend school without parent knowledge or leaves school grounds instead of attending lessons.</i>
<b>VERBAL MISCONDUCT</b>	<i>Abusive/Inappropriate interactions with peers and adults. Threatening verbal interactions with peers or staff that are directed toward someone including swearing, name calling, or use of words or gestures in an inappropriate way.</i>
<b>OTHER</b>	<i>Any behaviour which is extreme by nature and significantly impacts on the safety or opportunity to learn of another member of the school community, and is not covered by any of the categories above.</i>

### Relate inappropriate behaviours to expected school behaviours

When responding to inappropriate 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.



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

### Ensuring consistent responses to inappropriate behaviour

At Coolwynpin State School staff members 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 inappropriate behaviour across the school.

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

See below for summary tables that represent how staff may respond to minor and major behaviours and their likely consequences:

<b>MINOR BEHAVIOUR MANAGEMENT WITHIN THE CLASSROOM OR PLAYGROUND</b>				
<b>Example Behaviours</b>	<b>Initial Responses may include</b>	<b>Repeat Action may involve</b>	<b>Continually Offending</b>	<b>One School Entry</b>
<ul style="list-style-type: none"> <li>• answering Back/Ignoring Staff</li> <li>• arguing</li> <li>• inappropriate lunch behaviour (e.g. throwing food)</li> <li>• not walking on concrete</li> <li>• being in out of bounds areas</li> <li>• no hat/ no shoes / inappropriate hat / inappropriate shoes (in playground)</li> <li>• playing in, around or messing toilets</li> <li>• being untruthful</li> <li>• interrupting games</li> <li>• misuse of playground equipment (not vandalism)</li> <li>• littering</li> <li>• wearing inappropriate jewellery/make up</li> <li>• swearing (not at someone)</li> <li>• rough play</li> </ul>	<ul style="list-style-type: none"> <li>• rule reminder</li> <li>• redirection</li> <li>• re-teach</li> <li>• verbal warning</li> <li>• teacher/ student conference</li> <li>• natural consequence (where appropriate)</li> </ul>	<ul style="list-style-type: none"> <li>• verbal warning</li> <li>• teacher/ student conference</li> <li>• time out/sitting out (5 mins)</li> <li>• conflict resolution</li> <li>• natural consequence (where appropriate)</li> <li>• restorative justice (apology)</li> <li>• withdrawal from an activity</li> </ul>	<p>We consider the behaviours listed in column 1 to be minor incidents – those which can interrupt the smooth flow of the day, or cause <b>minor</b> disturbance. These behaviours, we believe, can mostly be dealt with using proactive, supportive strategies. Suggestions would include:</p> <ul style="list-style-type: none"> <li>• redirecting student to appropriate behaviour</li> <li>• allowing 'take up' time, during which time the staff member may walk a short distance away from the student</li> <li>• assisting in conflict resolution</li> <li>• positive praise for following directions</li> <li>• directing children to play in different places from one another</li> </ul>	<p>Do not enter into One School, unless attaching evidence of repeated occurrence.</p>



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<b>MINOR-MAJOR BEHAVIOUR MANAGEMENT WITHIN THE CLASSROOM OR PLAYGROUND MAY REQUIRE TIME OUT and/or BUDDY CLASS</b>				
<b>Example Behaviours</b>	<b>Initial Responses may include</b>	<b>Repeat Action may involve</b>	<b>Continually Offending</b>	<b>One School Entry</b>
<ul style="list-style-type: none"> <li>stealing</li> <li>defiance</li> <li>not following instructions</li> <li>continued uniform infringement</li> <li>vandalism</li> <li>threatening behaviours</li> <li>bullying</li> <li>refusal to complete time out/buddy class procedures</li> <li>refusal to attend detention</li> <li>breach of Playground Passport conditions</li> </ul>	<ul style="list-style-type: none"> <li>discuss expectations</li> <li>rule reminder</li> <li>verbal warning</li> <li>teacher/ student conference</li> <li>classroom timeout</li> <li>replacement of damaged items</li> <li>restorative justice</li> <li>detention</li> <li>rule reminder</li> <li>redirection</li> <li>re-teach</li> <li>verbal warning</li> <li>teacher/ student conference</li> <li>natural consequence</li> <li>withdrawn from play/activity</li> </ul>	<ul style="list-style-type: none"> <li>time out/sitting out (5 mins)</li> <li>buddy class (10 mins)</li> <li>conflict resolution</li> <li>natural consequence (where appropriate)</li> <li>restorative justice (apology)</li> <li>withdrawal from an activity</li> <li>referral to Admin.</li> </ul>	<p>For continued behaviours at this level, suspension may be a consequence.</p> <p>Where the plan refers to suspension, this will follow the legislation and guidelines provided by the department's Safe, Supportive and Disciplined School Environment policy.</p> <p>AT THIS LEVEL – Privilege to represent School may be suspended.</p>	<p>Enter Buddy Class referrals and Major Admin referrals in One School according to Minor and Major definitions:</p> <ul style="list-style-type: none"> <li>Buddy class = Minor</li> <li>Admin Referral = Major</li> </ul>

<b>MAJOR BEHAVIOUR MANAGEMENT WITHIN THE CLASSROOM OR PLAYGROUND REQUIRING ADMINISTRATIVE REFERRAL</b>				
<b>Example Behaviours</b>	<b>Initial Responses may include</b>	<b>Repeat Action may involve</b>	<b>Continually Offending</b>	<b>One School Entry</b>
<ul style="list-style-type: none"> <li>fighting</li> <li>alcohol/drugs/ smoking (QPS advised immediately)</li> <li>abusive language directed at another person</li> <li>physical abuse/ physical harm caused</li> <li>insolence</li> <li>assault on students/staff</li> <li>sexual harassment</li> <li>cyber bullying</li> <li>vandalism (destruction of school)</li> <li>stealing (e.g. money, equipment)</li> <li>truancy</li> <li>weapons</li> <li>behaviour outside school that affects the good order and management of the school</li> </ul>	<ul style="list-style-type: none"> <li>detention</li> <li>restitution</li> <li>parent contact</li> <li>parent interview (where appropriate)</li> <li>suspension</li> <li>referral for support</li> <li>individual behaviour support plan</li> <li>check-in/ check-out</li> <li>contact Police (where appropriate)</li> <li>Guidance Officer referral</li> <li>Implement policy/ procedures</li> <li>after school detention</li> </ul>	<ul style="list-style-type: none"> <li>detention</li> <li>suspension</li> <li>contact Police (where appropriate)</li> <li>parent interview</li> <li>parent contact</li> <li>report to DoCS</li> <li>Issue truancy infringement notices (where appropriate)</li> <li>Restitution (where appropriate)</li> </ul>	<p>For behaviours at this level, suspension or exclusions may be consequences.</p> <p>Where the plan refers to suspension, this will follow the legislation and guidelines provided by the department's Safe, Supportive and Disciplined School Environment policy.</p> <p>AT THIS LEVEL – Loss of privilege to represent school or attend out of school events may occur.</p>	<p>Enter referral and parent contact in One School according to Major definitions.</p>



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### Confiscation of Property

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

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

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

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

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

A Principal or staff member does not require the student's consent to search school property such as lockers or desks being used by the student.

### 7. Network of student support

Students at Coolwypin State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour support may be provided by:

- parents
- teachers
- support staff
- administration staff
- Guidance Officer
- Advisory Visiting Teachers and/or
- Senior Guidance Officer.



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### 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.

Coolwynpin 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 Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

### 10. Related Policies and Procedures

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





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### 11. Some Related Resources

- [National Safe Schools Framework](#)
- [Working Together resources for schools](#)
- [Cybersafety and schools resources](#)
- [Bullying. No way!](#)
- [Take a Stand Together](#)
- [Safe Schools Hub](#)
- [Positive Behaviour for Learning/Schoolwide Positive Behaviour Support](#)

### Endorsement

\_\_\_\_\_  
Principal

\_\_\_\_\_  
P&C President or  
Chair, School Council

This plan was reviewed in February 2016



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### **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. Mobile Phones must be handed in at the office every day with parents sending a letter requesting and informing the school of their permission for the child to have a mobile phone at school.

#### **Confiscation**

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

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

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

#### **Recording voice and Images**

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

We uphold the value of trust and the right to privacy at Coolwypin 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, 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.



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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<sup>1</sup> 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 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.

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<sup>1</sup> Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.



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.*

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### Appendix 2: Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)

#### Purpose

1. Coolnwynpin 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 Coolnwynpin 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 Coolnwynpin 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;
  - the child's parents; and/or
  - young carers or children in care.
5. At Coolnwynpin 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



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being bullied. When dealing with bullying the use of bully, bullied and bystander shall be used. 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 Coolnwynpin 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; and
  - 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 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.



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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 Coolnwynpin 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. Coolnwynpin 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.