



The Code of School Behaviour

Better Behaviour
Better Learning

Coomera State School

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

1. Purpose

Coomera 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

Coomera State School developed this plan in collaboration with our school community.

The Plan was endorsed by the Principal, the President of the P&C, Chair of the School Council and Executive Director (Schools) in 2013 and will be reviewed in 2016 as required in legislation.

3. Learning and behaviour statement

All areas of Coomera 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 community believes:

- learning is lifelong
- all individuals have the capacity to learn but at different rates and in different ways
- quality curriculum programs, interpersonal relationships and school organisation contribute to worthwhile academic and social outcomes for all
- individuals learn best in an environment that is safe, success-oriented and which reflects the principles of equity and social justice
- positive, proactive approaches promote the achievement of quality learning and social outcomes
- everyone has the right to feel safe, cared for and respected and to learn and play without disruption
- everyone is expected to be responsible for their own behaviour and respect the rights of others
- school policies should include proactive steps to promote self-worth and self-discipline and graduated reactive steps to deal with various situations that may arise
- responsibility for individual development is cooperatively shared among students, staff and parents
- our school community provides appropriate social role models.

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, assisting Coomera State School to create and maintain a positive and productive learning and teaching environment, where ALL school



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community members have clear and consistent expectations and understandings of their role in the educational process.

At Coomera State School ...

- **everyone has the right to...**
 - feel safe, cared for and respected
 - learn and play without disruption

- **everyone is expected to...**
 - be responsible for their own behaviour
 - respect the rights of others

Our school rules can be described using five categories:

- Safety
- Learning
- Communication
- Respect
- Responsibility.

The symbol of a hand is used throughout the school as a tool to refer to these categories. Each finger of the hand represents one of the above categories.

Our school rules are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour and reflect the Nine Values for Australian Schools identified in the National Framework for Values Education in Australian Schools.

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

• Universal behaviour support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Coomera 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 has been attached to each of our five categories. The Schoolwide Expectations Teaching Matrix below outlines our specific behavioural expectations in all school settings.

SCHOOLWIDE EXPECTATIONS TEACHING MATRIX

Category	Student Behaviour Expectations
Safety	Seek permission from teacher before leaving class Do not leave the school grounds without permission Walk when moving from one place to another Use equipment appropriately Wear school uniform Wear a hat for outside activities Keep hands and feet to yourself Be in designated areas at all times Do not go in "Out of Bounds" areas Play sensible games Use toilets appropriately Walk bikes/scooters in the school grounds
Learning	Ensure you are prepared for the day's learning activities



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	Have all your class items and homework Take an active role in classroom activities Do your best at all times Actively participate in all learning and school activities Be ready to listen Be punctual
Communication	Be honest Follow the Coomera Good Manners Guidelines Use polite language Look and listen when others speak In class situations, raise your hand to seek assistance Use a calm, pleasant tone of voice when speaking to others
Respect	Treat others with respect Use appropriate language at all times Language should be appropriate, non-threatening and non-abusive Do not bully others Address others by the appropriate name and title Treat others' belongings with respect. Ask before borrowing Look after school buildings, grounds and resources
Responsibility	Take responsibility for your own actions Remember and model the school rules when participating in school activities Abide by the bus Code of Conduct Be responsible and take care of your own belongings Report inappropriate behaviours to staff Place school bag in the designated safe place Follow the direction of staff the first time Use personal technology devices appropriately

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

- Behaviour lessons conducted by classroom teachers
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities

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

- Information in the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations
- Comprehensive induction program in the Coomera State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings
- Year 5/6 Student Peer Mediation Program
- Years 4-7 Student Council
- Year 7 Student Leadership Program
- Use of a "High Five" Strategy across the school. Students utilise a five step approach to problem solving and conflict resolution. The symbol of a hand is used to indicate the steps involved
- 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).



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Reinforcing expected school behaviour

At Coomera State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to contribute to positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Appropriate Behaviour is acknowledged as follows:

(i) Assembly Awards.

Positive school behaviour may be rewarded via assembly certificates which are presented at each assembly. At the end of each term the class teacher selects a student to be presented with a 'Student of the Term' certificate to recognise their efforts. This is presented at the final assembly of the term.

(ii) Responsible Behaviour Certificates.

These certificates are awarded to all students who have demonstrated consistently positive or improved behaviour throughout the term. Students receiving Responsible Behaviour Certificates are invited to participate in an End of Term Reward Activity.

(iii) 'Coomera Class/Caught Being Good' Tickets.

Students who demonstrate positive behaviour in the playground, may be awarded with a 'Coomera Class Caught Being Good' Ticket. Students complete the details on this ticket and take it to the box in the administration building foyer. A draw is held regularly at school assemblies. A variety of items are provided to recipients to acknowledge their appropriate behaviour.

(iv) Classroom Star Chart.

All classrooms will have a behaviour management chart on display. For positive behaviour, students can be progressively rewarded and consequently move up the chart (eg. star one to three, reward one to three). Additional rewards and incentives for progression up the chart may be negotiated between the class teacher and students (eg. stickers, class money, special events etc).

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 adjust their behaviour so that it aligns with our school expectations/ rules (showing the palm of the hand). 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

Each year a small number of students at Coomera State School are identified through behavioural data and our Student Assistance Committee Referral Process as requiring additional targeted behavioural support. In most cases the problem behaviours of these students may not be immediately regarded as



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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 identified as requiring support would participate in their regular scheduled classes and activities with appropriate adjustments and interventions as required. Such adjustments and interventions may include specific positive reinforcement related to target behaviours, curriculum adjustment, additional communication processes between home and school, additional staff support and participation in additional focussed behaviour support programs or social skills training individually or in small groups. A Student Self Management Card and/or Student Support Plan may be used as part of this targeted behaviour support.

Students whose behaviour does not improve after targeted behaviour support, or whose previous behaviour indicates a need for specialised intervention, may be provided with intensive behaviour support.

• Intensive behaviour support

Coomera 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. Referral to BAT (Behaviour Advisory Team) through the Student Assistance Committee may result in specific, specialised support and adjustments being made to student management as determined through referral and incident response. BAT (Behaviour Advisory Team) can also provide support by:

- working with other staff members to develop appropriate behaviour support strategies
- monitoring the impact of support for individual students through continuous data collection
- making adjustments (classroom, playground and learning through negotiation with other stakeholders) as required for the student
- working with the Student Assistance Committee to achieve continuity and consistency
- assisting with referrals to other support agencies external to the school
- providing additional support for parents/carers.

Following referral, BAT may contact parents/carers and any relevant staff members to form a support team and begin an assessment, observation and support process. In many cases the support team may also include individuals from other agencies already working with the student and their family, a representative from the school's administration team and other behavioural support staff.

To support the continued learning engagement of students with high level behavioural needs, a Student Self Management Card and/or Student Support Plan may be used as part of this intensive behaviour support. Any planned use of physical intervention would be outlined in such a plan. Consideration may also need to be given to a range of flexible or alternative learning options including accessing behaviour support programs at other locations.

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.



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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 Coomera 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:



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- 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 will be documented to provide incident details, debriefing and notification processes and any other relevant information.

6. Consequences for unacceptable behaviour

Coomera 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. One School is used to record all moderate (Level 2) and major (Level 3) behaviours. Minor (Level 1) behaviours, unless persistent are recorded and managed by the classroom teacher.

Minor, Moderate and Major behaviours

When responding to problem behaviour the staff member first determines if the problem behaviour is Minor (Level 1), Moderate (Level 2) or Major (Level 3) with the following agreed understanding:

Minor (Level 1) 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
- do not require involvement of specialist support staff or Administration.

Moderate (Level 2) behaviours are those that:

- are moderate 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
- do not require involvement of specialist support staff or Administration.

Major (Level 3) behaviours are those that:



- significantly violate the rights of others
- put others / self at risk of harm
- may require the involvement of specialist support staff or school Administration.

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The following table outlines **some** examples of minor, moderate and major problem behaviours:

Minor	Moderate	Major
<ul style="list-style-type: none"> • Running on concrete or around buildings • Not wearing a hat in playground • Not walking bike/scooter in school grounds • Not playing school approved games • Minor physical contact (e.g. pushing and shoving) • Work refusal • Not being punctual (eg: lateness after breaks) • Incorrect use of equipment • Minor defiance • Lack of care for the environment • Minor disruption to the learning of others 	<ul style="list-style-type: none"> • Playing and eating outside designated area • Play fighting/rough play • Continued refusal to work • Continued lateness to class • Non compliance • Inappropriate language (written/verbal) • Petty theft • Littering • Possession of banned item • Moderate harassment/bullying • Moderate disruption to the learning of others 	<ul style="list-style-type: none"> • Throwing objects in a dangerous manner • Possession of weapons/knives • Serious physical or verbal abuse • Fighting • Possession or selling of drugs • Possession of unsafe or dangerous objects/substances • Leaving school without permission • Leaving class without permission (out of sight) • Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation • Misuse of personal technology devices • Major disruption to the learning of others • Stealing / major theft • Dishonesty • Wilful property damage • Misuse of toilets • Insolence or disobedience • Major harassment/bullying

At Coomera State School, behaviour is monitored and managed using a number of set procedures. At a broad level, there are two categories; Phase One and Phase Two. All students commence in Phase One. Students move into Phase Two when a series of inappropriate behaviours are observed in the classroom and/or playground over a period of time (usually within a term).

**WHOLE SCHOOL
RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS**



OUR SCHOOL RULES ARE DESCRIBED USING FIVE CATEGORIES:

- Safety
- Learning
- Communication
- Respect
- Responsibility



PHASE ONE
All students commence in Phase One. Students have the opportunity to move up and down within this phase, depending upon the choices that they make.

CLASSROOM MANAGEMENT <ul style="list-style-type: none"> ▪ 'Step and Star' chart (ie. 5 steps and 3 stars). 	PLAYGROUND MANAGEMENT <ul style="list-style-type: none"> ▪ Levels one to three (Minor to Major).
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PHASE TWO
Students move to 'Phase Two' when they have been issued with:

- two orange slips and three red slips in a term

OR four red slips in a term
(These slips may have been issued for playground and/or classroom inappropriate behaviours)

CLASSROOM/PLAYGROUND MANAGEMENT <ul style="list-style-type: none"> ▪ Implement 'Student Self Management' card ▪ Complete Student Assistance (SAC) Referral ▪ Complete Student Support Plan ▪ Set review date.



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PHASE ONE

CLASSROOM:

A behaviour management chart (Step and Star Chart) will be displayed in each classroom. This chart is to be used by teachers to reward positive behaviour (stars 1 to 3) and as a consequence for inappropriate behaviour (steps 1 to 5). The chart is a tool for managing behaviour in a progressive and hierarchical manner. Immediate progression to step four or step five should only occur following an incident of physical or verbal aggression or in a situation where the safety of students and/or staff is threatened. All other inappropriate behaviour should be managed utilising the step system. That is, when students engage in inappropriate behaviour they are placed on step one and progress down the chart if that behaviour continues or other problematic behaviour is observed. All students are to start the day in the middle of the chart. That is, with no steps or stars from the previous day.

<u>STEP ONE</u>
<i>Consequence = Rule reminder, verbal warning.</i>
<u>STEP TWO</u>
<i>Consequence = Time-out in classroom; reflection sheet completed (approximately 5-10 minutes).</i>
<u>STEP THREE</u>
<i>Consequence = Time-out in classroom; reflection sheet completed (approximately 10-15 minutes).</i>
<u>STEP FOUR</u>
<i>Consequence = Time-out in buddy classroom; reflection sheet completed; Orange Slip issued (up to one session)</i>
<u>STEP FIVE</u>
<i>Consequence = Time-out in office; Red Slip issued.</i>

A daily record of students who have progressed to step two or beyond is maintained by the class teacher. That is, the highest step reached at the end of each day.

PLAYGROUND:

Playground behaviour is collectively managed by the classroom teacher and the playground duty teacher. When any inappropriate behaviour occurs, the playground duty teacher will immediately discuss the incident with the student/s involved. He/she will then categorise the behaviour as Minor (Level 1), Moderate (Level 2) or Major (Level 3), each of which has a different consequence. Inappropriate behaviours are recorded in the duty folder. This information is then forwarded onto the classroom teacher by a teacher aide at the end of each day.

<u>Minor (LEVEL ONE)</u>
<i>Consequence = Verbal warning and monitored within playground and by class teacher.</i>
<i>The duty teacher writes the student's name in the duty folder</i>
<i>Minor (Level 1) behaviours (eg. running on the concrete, yelling in the eating area, no hat). Students to be approached and asked the following questions:</i>
<ul style="list-style-type: none"> - <i>What were you doing?</i> - <i>What should you have been doing?</i> - <i>What are you going to do now?</i>



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<p><i>Teachers are to continue to monitor student whilst on duty.</i></p> <p><i>The recording of three Minor (Level 1) behaviours constitutes a Moderate (Level 2) Behaviour.</i></p>
<p>Moderate (LEVEL TWO) (Orange Slip – Refer Appendix 3)</p> <p>Consequence = Orange Slip.</p> <p><i>The duty teacher writes the student’s name in duty folder and may issue the consequence if it occurs at the beginning of the break. Alternatively the classroom teacher issues an orange slip. The student must present this to the duty teacher and forfeits play. Once consequence is completed, the slip is to be signed and left in front of the duty folder. The orange slip is forwarded onto the class teacher who sends it home with the student to notify his/her parents.</i></p> <p>(a) <i>Eating outside designated area.</i> (b) <i>Playing outside designated area or playing in an ‘out of bounds’ area.</i> (c) <i>Play fighting, rough play or playing inappropriately.</i> (d) <i>Playing in toilets.</i> (e) <i>Possession of banned objects.</i> (f) <i>Encouraging others to disobey rules or being a bystander during an incident of bullying.</i> (g) <i>Name-calling or teasing.</i> (h) <i>Other</i></p> <p>On the third orange slip, the consequence escalates. Students are issued a red slip by the classroom teacher instead of an orange slip.</p>
<p>Major LEVEL THREE (Red Slip – Refer Appendix 3)</p> <p>Consequence = Immediate withdrawal from the playground.</p> <p><i>The duty teacher writes the student’s name in the duty folder. The classroom teacher then issues a red slip. The student must present this to the duty teacher in the Responsible Thinking Room where the student reflects on their behaviour for the play break. The slip and reflection sheet is forwarded onto the class teacher who sends it home with the student to notify his/her parents.</i></p> <p>(a) <i>Insolence or disobedience.</i> (b) <i>Misusing toilets (eg. throwing toilet paper, playing with taps).</i> (c) <i>Vandalising school or private property.</i> (d) <i>Possession of dangerous or unsafe objects or substances (eg. cigarettes, matches).</i> (e) <i>Physical or verbal aggression toward others</i> (f) <i>Stealing</i> (g) <i>Bullying</i> (h) <i>Inappropriate use of personal technology devices</i> (i) <i>Other</i></p> <p>After two orange slips and three red slips (or a total of four red slips), the student progresses to ‘Phase Two’.</p>

RESPONSIBLE THINKING ROOM:

Students issued with a ‘red slip’ are required to arrive at the Responsible Thinking (RT) Room at 1.40pm with their slip. The student lines up at the RT Room door and awaits the teachers’ instructions. The duty teacher discusses the student’s inappropriate behaviour and the student completes a reflection sheet. No discussion between students is permitted in the RT Room. The reflection sheet is returned to the class teacher before the end of the school day. This sheet is sent home with the child, signed by the parent or caregiver and is to be returned to the class teacher the following school day.

PHASE TWO

Students move to ‘Phase Two’ when they have been issued with:

- two orange slips and three red slips in a term

OR four red slips in a term

(These slips may have been issued for playground and/or classroom inappropriate behaviours)



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- at the discretion of the Leadership Team.

When students are moved to Phase Two, a meeting between the student's family, classroom teacher, administration and any other relevant staff is undertaken. This meeting has a number of functions:

A. Implement Self-Management Card.

Staff prepare a Self-Management Card and discusses target behaviours with the student and their parent/carer. The purpose of the Self-Management Card is to monitor student behaviour throughout the school day. In addition to being a communication tool between the school and the student's family, this card is also a useful guide in identifying patterns of behaviour and facilitating a more effective and collaborative intervention for the student. Two versions of the card are available; one aimed at lower school students and one aimed at upper school students.

B. Complete Student Support Plan.

In collaboration with relevant stakeholders a Student Support Plan is completed. This documents the range of supportive interventions being undertaken and may include psychological, pharmacological, behavioural, social and other support. This support may be offered by a range of support staff including BAT, Guidance Officer, Teacher Aides, SEP staff, external agencies and other specialists such as Speech Pathologists.

C. Complete Student Assistance Referral.

A Student Assistance Referral Form may also need to be completed if not done so previously. If a school-based specialist is already supporting the student, he/she should also be involved in this initial Phase Two meeting.

D. Set Review Date.

All stakeholders will meet approximately every four weeks to discuss and review the student's behaviour. A collective decision will be made when it is appropriate for the student to move back to Phase One.

Whilst on Phase Two, continued inappropriate behaviour may result in additional stakeholder meetings, further Red Slips to reflect on his/her behaviour, further loss of privileges, the use of flexible or alternative learning options, suspension and/or recommendation for exclusion.

Student Disciplinary Absences

Student Disciplinary Absences (Suspension and Exclusion) will be used at any time after the unique circumstances of the situation and all other responses have been considered. In the decision making process, Administration will consider the welfare and needs of the student, staff and others involved. Students who engage in very serious behaviours e.g. violent physical assault, use or supply of weapons/knives or drugs could expect to be recommended for exclusion from school following an immediate period of suspension.

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
- identify what they will do to change their behaviour in line with expected school behaviour.



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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 Coomera 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 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.

7. Network of student support

Students at Coomera State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers
- Support Staff
- Principal/Deputy (Leadership Team)
- Guidance Officer
- Behaviour Advisory Team
- School Adopt – A – Cop
- Advisory Visiting Teachers

Support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Community Centre
- Family GP and other medical and support referrals

The school's Student Assistance Committee plays an active role in the provision of support for students with behavioural needs. A Referral Process is in place to enable the committee to respond and coordinate support as required.

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.

Coomera 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:



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- 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](#)
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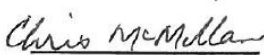
10. Related policies

- [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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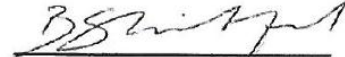
11. Some related resources

- [Bullying. No Way!](#)
- [Take a Stand Together](#)
- [National Safe Schools Framework](#)
- [National Safe Schools Framework Resource Manual](#)
- [Working Together resources for schools](#)
- [Cybersafety and schools resources](#)

Endorsement


Principal


P&C President or
Chair, School Council


Principal's Supervisor

Date effective: From 1 March 2013 – 1 March ²⁰¹⁵2016



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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.

* *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.*

Personal Technology Devices at School

Coomera State School accepts no responsibility for loss, damage or theft of valuable personal technology devices. Student mobile phones should be turned *off* or on *silent* and signed in and out at the school office on arrival and departure from school each day. Other devices if brought to school must remain out of sight and not in use during the school day. Students who access these without direct permission of school staff may face disciplinary action.

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 Coomera 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 and is undertaken under staff supervision.

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.



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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 bullying¹ 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

may breach this policy.

Breaches 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 or home, should ensure they keep the message as evidence and bring the matter to the attention of the school administration.

Assumption of cheating

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

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

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

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

Special Circumstances Arrangement

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

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



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Appendix 2

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

Purpose

1. Coomera 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 Coomera 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 Coomera 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 Coomera 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 responses 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 Coomera 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.



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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 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 specific school routines to enable them to conduct themselves in accordance with school expectations
 - All students are receiving high levels of positive reinforcement from staff for demonstrating expected behaviours, including those associated with following our school rules and routines
 - A high level of supervision is provided by staff when undertaking their various roles within the school.
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 processes to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.
11. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.
12. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Coomera 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. Coomera State School uses behavioural data for decision-making. This data is regularly entered into the OneSchool database 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.
14. A range of resources, including websites, provide information and support in preventing and responding to incidents of bullying.
www.bullyingnoway.com.au
www.netalert.gov.au
www.cybersmart.gov.au
www.kidshelp.com.au



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Appendix 3

ORANGE SLIP- Level 2 Consequence

Student's Name: _____ Class: _____ Date: ___/___/___

Incident Date: ___/___/___ Incident Area: _____ Duty Teacher: _____

Before School 1st Break 2nd Break After School Classroom Session 1 / 2 / 3

Behaviour Code:

2	
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 Report to Duty Teacher in Area _____

Reason for Consequence: _____

Supervisor's Signature: _____ Satisfactory/ Unsatisfactory

Comments: _____

Parent's/Guardian's Signature: _____

Comments: _____

Please note: Inappropriate Behaviour places a student 'at risk' of receiving a Responsible Behaviour Certificate and being invited to Reward Day

RED SLIP- Level 3 Consequence

Student's Name: _____ Class: _____ Date: ___/___/___

Incident Date: ___/___/___ Incident Area: _____ Duty Teacher: _____

Before School 1st Break 2nd Break After School Classroom Session 1 / 2 / 3

Behaviour Code:

3	
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 Report to the Duty Teacher in the Responsible Thinking Room

Reason for Consequence: _____

Supervisor's Signature: _____ Satisfactory/ Unsatisfactory

Comments: _____

Parent's/Guardian's Signature: _____

Comments: _____

Please note: Inappropriate Behaviour places a student 'at risk' of receiving a Responsible Behaviour Certificate and being invited to Reward Day