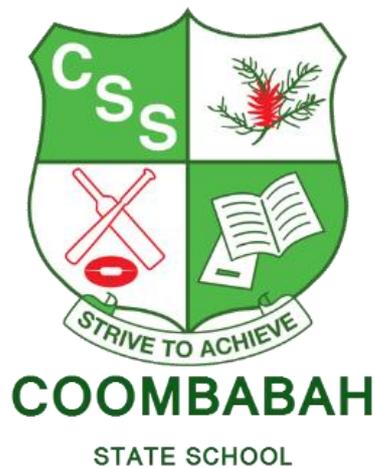


# COOMBABAH STATE SCHOOL



## Responsible Behaviour Plan for Students 2018-2022



**ACHIEVE**

**A**TTENDANCE

**C**HALLENGING  
STUDENTS THROUGH THE  
CURRICULUM

**H**ABITS  
THAT PROMOTE WELL  
BEING

**I**NCLUSION

**E**NCOURAGING  
STUDENTS TO REACH  
THEIR POTENTIAL

**V**ARIETY  
OF CLASSROOM  
PRACTICES

**E**FFECTIVE  
ENGAGEMENT OF  
STUDENTS, STAFF AND  
THE COMMUNITY

## **1. PURPOSE**

Coomababah State School is committed to providing a respectful and disciplined supportive school environment

- where all members feel safe and are valued;
- where social and academic learning outcomes are maximised for all through a quality, engaging and inclusive curriculum;
- where positive and respectful interpersonal relationships and partnerships are valued within an effective school organisation;
- where success is acknowledged and celebrated;
- where school practices are proactive rather than reactive;
- where expectations are positively and clearly defined, modelled and reinforced;
- where consequences and interventions are consistently and fairly implemented.
- That promotes inclusion and wellbeing
- That raises attendance, achievement and engagement of students.

## **2. CONSULTATION AND DATA REVIEW**

Coomababah State School has developed this plan in collaboration with our school community. A review of school data relating to attendance, absenteeism, school disciplinary absences, school opinion surveys and behaviour incidents occurs regularly to validate our school processes. Our PBL for Learning team plays an important role in this data collection and is a representative group of the staff. Behaviour is a regular agenda item of staff meetings and is also raised at P&C meetings and in informal meetings with parents and the community.

Data Reviews are essential in our school developing and targeting specific behaviours that commonly occur over a sustained period of time. Our school uses data obtained from the School Opinion Survey as another way of collecting information.

The Plan was endorsed by the Principal and President of the P&C July 2018 and will be reviewed in 2019 as required in legislation.

### 3. LEARNING AND BEHAVIOUR STATEMENT

Effective partnerships between home and school contribute to effective behaviour choices and a positive attitude towards learning. At Coombabah State School our plan is underpinned by the following beliefs about what is essential to achieving high standards of achievement and behaviour.

- **Attendance-** students learn through being at school and interacting with others within the school setting.
- **Challenging students through the curriculum-** having a viable curriculum that challenges the students to learn, assists them to become engaged in their learning and promotes a positive attitude (You can do it).
- **Habits that promote wellbeing-** supporting each person to become socially and personally responsible citizens.
- **Inclusion-** inclusive practices recognise and foster the development of individuals and their needs – academic (learning styles/ abilities), social, emotional, behavioural and physical development.
- **Encouraging students to reach their potential and providing them with learning in a safe and supportive environment.**
- **Variety of classroom practices-** the school values classroom practices that respect the differences in students learning and teachers teaching to achieve the best learning outcomes and behaviour of students.
- **Effective engagement of students, staff and the community-** we recognise that all members of the school community play an important part in setting the standards for appropriate behaviour and high expectations.

Our school-wide framework for managing behaviour is under the Positive Behaviour for Learning Framework. PBL is a framework for enhancing the adoption and implementation of a continuum of evidence based interventions to achieve academically and behaviourally important outcomes for all students.

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. This assists the Coombabah School community to create and maintain a positive and productive learning and teaching environment, where all school community members have clear and consistent expectations and understandings of their role in the educational process.

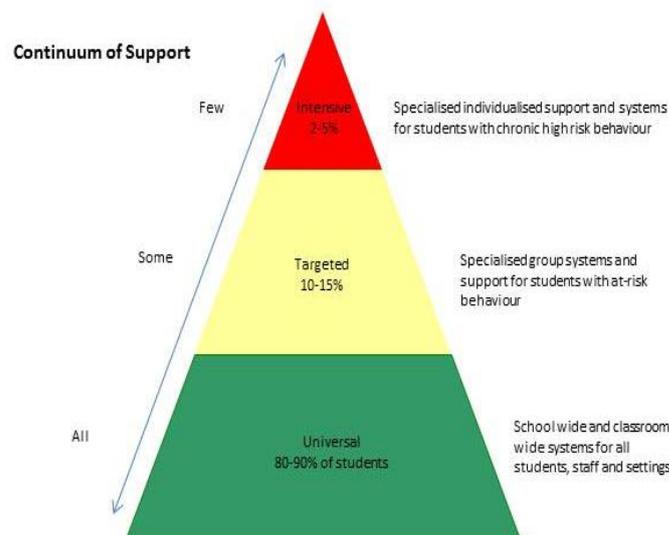
Our school community has identified the following values to teach and promote our high standards of responsible behaviour:

- **Be Safe** – how we look after and take care of self and others.
- **Be Respectful** – how we treat others and ourselves in our everyday lives and dealings and how we expect to be treated by others.
- **Be a Learner** – how we show we are committed to the learning process.

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. (APPENDIX 1)

#### 4. PROCESSES FOR FACILITATING STANDARDS OF POSITIVE BEHAVIOUR AND RESPONDING TO UNACCEPTABLE BEHAVIOUR

For a variety of reasons, a very small percentage of students may need more intensive support and/or flexible learning options to assist them to learn in the school environment.



##### **Universal behaviour support**

Engaging curriculum, inclusive practices and effective teaching are the starting point of our behaviour support strategies. Classroom teachers have a duty of care to monitor and promote standards of behaviour of students in their class. Classroom teachers are supported through this process.

We have a school wide expectation that teachers teach and discuss specific skills/actions each week with their class. Reminders of these actions are visible in classrooms and throughout the school. The rules are also discussed during daily assemblies.

APPENDIX 2 - Examples of Safe, Respectful and Learning behaviours that are explicitly taught throughout the year.

Specific policies have been developed to address;

- The use of Personal Technology Devices at School (APPENDIX 4)
- Procedures for Preventing and Responding to Incidents of Bullying (APPENDIX 5); and
- Appropriate Use of Social Media (APPENDIX 6)

## Strategies to support, encourage and acknowledge appropriate behaviours

WHOLE SCHOOL	CLASSROOM	PLAYGROUND
Assemblies/Newsletters	Praise/ Encouragement Verbal/ Non Verbal/ Written	Raffle tickets
Behaviour of the Week	Class Responsibilities Messenger, Monitor etc	Playground Buddies
Student of the Week – parents invited	Principal’s and Deputy Principal’s Awards	Alternate Play Programs
Awards to celebrate excellent attendance	Token/ Point/ Star Systems	Leadership Roles to assist others
Raffle tickets with associated incentives.	Individual/ Group Rewards Stickers, free time, computer etc	
Specialist Awards – Class of the Week	Whole Class rewards Parties, fun days, games, movies	
Students to bring work to Principal/ DP to share	Phone Call to Parents Communication Books	
Term Awards to House based on house points	Sharing Work with Others Principal, DP, other classes/ teachers	
Yearly Awards Certificates/ Badges	Golden Time	
Community Morning Teas	Bike riding	
Structured Play – Chaplain	Raffle tickets	
Buddy Reading		

### Reinforcing Expected School Behaviour

At Coombabah 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 increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

### Class teachers

Class teachers have their own reward systems operating in their classrooms. This is negotiated with students at the start of a school year.

## Whole School

As well as their own system, we have a school wide system that provides students with feedback about their behaviour that is taken home and shared with their parents. All classrooms have the charts clearly displayed.

We reward positive behaviours on our daily and week assembly and parents are invited to attend this presentation.

We have a weekly focus that is also mentioned each morning on the morning assembly.

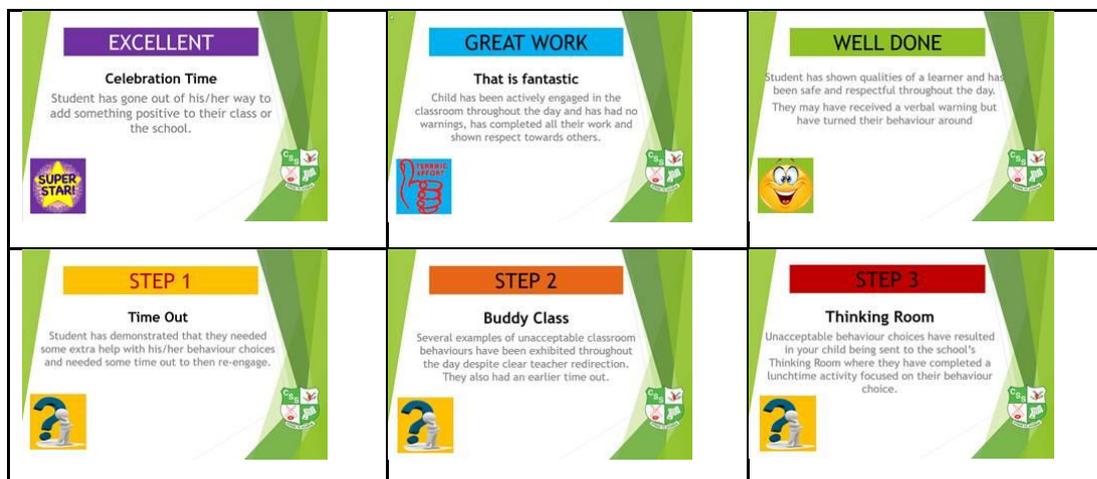
Our school PBL team undertake regular meetings to review data and to analyse school trends which is then shared with staff at regular staff meetings.

## **Behaviour process - Classroom**

This process allows the school to-

- Track our school behaviours
- Better inform parents of their child's behaviour at school
- Provide parents with an easy to follow system that they can use at home as well
- Allow for a consistent practice across the school
- Reward positive behaviours
- Allow students to see their own behaviour

## **Class behaviour Posters**



- Each day the students are given a coloured ticket corresponding to the step they have achieved throughout the day. If they are green, blue or purple they will also be given a raffle ticket that will be placed in a box. 5 raffle tickets per year level will be drawn out of the box each week on assemblies.. Prizes have been allocated for students to choose from if their name is drawn out of the box.

Below is an explanation of each of the levels on the posters in the classrooms.

<b>Purple OUTSTANDING</b>	Student has gone out of his/her way to add something positive to their class or the school.
<b>Blue GREAT WORK</b>	Child has been actively engaged in the classroom throughout the day and has had no warnings, has completed all their work and shown respect towards others
<b>Green WELL DONE</b>	Student has shown qualities of a learner and has been safe and respectful throughout the day. They may have received a verbal warning but have turned their behaviour around
<b>Yellow TIME OUT</b>	Student has demonstrated that they needed some extra help with his/her behaviour choices and needed some time out to then re-engage.
<b>Orange BUDDY CLASS</b>	Several examples of unacceptable classroom behaviours have been exhibited throughout the day despite clear teacher redirection. They also had an earlier time out.
<b>Red THINKING ROOM</b>	Unacceptable behaviour choices have resulted in your child being sent to the school's Thinking Room where they have completed a lunchtime activity focused on their behaviour choice.

- At the start of each day every child starts on the green.
- The child's level will be dependent on their behaviour throughout the day.
- Raffle tickets will also be allocated and regular prize draws will be conducted at our assemblies throughout the week. Any students on green or higher will be given a raffle ticket each day to go into the box.
- Students take home the coloured ticket and add it to the chart that the school has provided to parents.

## **Targeted Behaviour Support**

### **Stage 1**

Classroom strategies which also includes-

Time out, buddy class, thinking room

Whole school strategies – Assembly and Behaviour teacher

If students have earned a time out then 5 min payback time. If it is a buddy class then 10 min payback time.

Students with appropriate behaviour throughout the day are given a raffle ticket at the end of the day.

A ticket will be drawn out each day on assembly for a pick from the prize box.

### **Stage 2**

Thinking room (3 incidents)

Attached to each thinking room is a community service expectation. Following the thinking room the child will spend the next break partnering a teacher to perform community service activities such as watering or picking up litter. (litter grabbers will be provided)

The third thinking room will initiate Stage 3

### **Stage 3**

Session with Behaviour teacher

Turnaround agreement completed with Behaviour teacher and student.

Contact with parents and sharing of agreement

Parents requested to meet with DP/Principal and Teacher

Return to class agreement to be completed.

The child will be required to attend an afterschool detention. Admin to supervise. This will be held on a Thursday afternoon. Prior notice will be given to parents.

### **Stage 4**

Refusal to follow Return to Class Agreement

Suspension

Parents required to meet with Behaviour Team (DP, Principal, Class teacher, Behaviour teacher and G.O.

Return to Class Agreement completed.(APPENDIX 7)

Parents and team to complete and parent/s to lead discussion with child.

Before school compulsory check in (2 weeks). This is before school in a set room for breakfast and a chat with either the Behaviour teacher, Principal or Deputy.

It is expected that a parent will attend the re-entry meeting.

Students showing patterns of inappropriate behaviour will be supported with a plan developed in negotiation the class teacher, parents, student and other school personnel as required (Principal, DP, Guidance Officer). Further support can also be accessed through referral to the Support Services Committee.

A behaviour plan is targeted at a small number of serious behaviours that need to be addressed by a child in order for them to participate fully in the school's program of instruction.

It is developed with parental input and discussion and is reviewed regularly depending on individual circumstances.

The support required will depend on the individual circumstances of each situation and each plan. The school accepts that no one program or set of expectations will suit each child.

It is also essential that students are able to access support early to reduce the frequency or the continuation of the inappropriate behaviours.

It is also a requirement of the teachers to have all relevant information stored in OneSchool. These records clearly outline behaviours (positive and inappropriate), any behavioural patterns and any support that has already been provided to individual students.

Existing school strategies that the school has in place to assist students requiring targeted support include:

- Guidance Councillor referral
- Chaplaincy Support
- Support Services Committee
- Mentor teachers
- Supported play
- Buddy class
- Time Out
- Teacher aide assistance
- Variation to the school day
- Classroom and playground program modification
- Communication books between home and school
- Community agency support
- Withdrawal for individual support with Behaviour teacher/Deputy or Principal

Behaviour support can be either short term or for an extended period depending on an individual child's circumstances.

APPENDIX 3 outlines what are considered minor and major behaviours at school. This list is not exhaustive and other behaviours that may not be listed will be addressed on a case by case basis.

### **Intensive behaviour support**

A small number of students may require intensive behaviour support. Our school will support these students through Positive Behaviour Support Strategies as outlined for students requiring targeted support and include:

- Guidance Councillor referral
- Chaplaincy Support
- Support Services Committee
- Mentor teachers
- Supported play
- Buddy class
- Time Out
- Thinking Room
- Teacher aide assistance
- Variation to the school day
- Classroom and playground program modification
- Communication books between home and school
- Community agency support
- Referral to PLC or Education Queensland funded Placement programs such as Coral House.

A Functional Behaviour Assessment may also need to be completed if more documentation is required to support a child's individual needs.

Consequences for non-compliance of our behaviour expectations will be addressed on a case by case basis and could result in suspension or exclusion.

Disciplinary action by the school will be based upon the seriousness and persistence of

- Its potential to impact on other students and teachers
- Its potential to disrupt learning
- The circumstances existing at the time of the offence/action
- The potential to disrupt the good order and management of the school.

## 5. CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR

The school has a consistent strategy to deal with inappropriate classroom and school wide behaviours.

There are three formal steps after the teacher has used their skills in diffusing the behaviour at a class level. (Warning)

Steps	Actions
Warning	Reminder about the rule that has been broken Students will be reminded of the expected behaviour
Time out – classroom	Move to time out immediately within the classroom Complete time out form Finish work quietly
Buddy class	Move to buddy classroom immediately Hand Buddy Form to the teacher Complete set work quietly Return to class when work is completed or when directed to by the teacher
Thinking Room	Take lunch and move straight to the thinking room Complete 'Think It Out Sheet' Talk with Duty Teacher Complete remainder of time in Thinking Room Text message sent home to inform Parent/carer

We have a consistent approach with behaviour across the school in relation to classroom expectations and consequences. The school operates a Thinking Room during the lunch breaks. This room is staffed by teachers and aides and each child is spoken to individually about their behaviour and the rule they have chosen not to follow. A text message is sent to all parents informing them of this consequence and requesting them to speak to their child about their behaviour.

The questions that all students are asked in time out and in thinking room are

- What did I do?
- What rule did I break?
- Why do we have this rule?
- What should I have done/be doing?

If a student refuses to follow any of the above steps they move to the next step. It is their choice in regulating their behaviour and turning it around to re-engage with the learning process.

For students who are identified as persistently disrupting the learning and teaching process due to non-compliance and refusal to participate in classroom instruction or who show disrespect towards teachers a suspension could be the appropriate consequence.

## School Disciplinary Absences

School Disciplinary absences are most often applied because of a breach of behaviours listed as major (See table - Examples of Student Behaviour and potential consequences)

The Education and General Provisions Act 2006 (EGPA) states the following in relation to SDA's.

### Detentions

A Principal or teacher can detain a student as a consequence for disobedience, misconduct, or for another breach of school discipline.

### Suspensions

A Principal may suspend a student from the school under the following circumstances

- Disobedience
- Misconduct or
- Other conduct of the student that is prejudicial to the good order and management of the school.

Suspensions at Coombabah State School will be considered for:

- Persistent and wilful disobedience
- Violent behaviour
- Verbal harassment of staff or students
- Failure to comply with Re-entry plans or Behaviour Support Plans
- Persistent Bullying or Harassment – threatening students, staff and or parents
- Vandalism
- Theft
- Grossly immoral behaviour
- Bringing contraband to school including cigarettes, drugs, weapons and other offensive materials
- Use of harmful substances at school
- Failure to follow a program of instruction
- Severe breaches of health and safety such as spitting

### Re-entry Plans

It is a condition of re-entry after a suspension that students and their caregivers attend a re-entry meeting with the school administration. At this meeting a plan is determined so the students can successfully return to school. (APPENDIX 7)

Some strategies may include

- Partial return to school for a part of the day
- Formulation of an Individual Behaviour Support Plan
- Restricted or supervised play agreement
- Alternate classroom sessions with other classes for a set period of time

## **Exclusion**

A Principal may recommend exclusion of a student from the school or certain State Schools under the following conditions

- Disobedience by the student
- Misconduct by the students
- Other conduct that is prejudicial to the good order and management of the school
- If the student's disobedience, misconduct or other conduct is so serious that suspension of the student is inadequate to deal with the behaviour.

Notification will be made to students and parents in writing, giving full reasons for the decision relating to the selected school disciplinary absence.

- A child can be suspended for up to 10 school days without the right of appeal or
- If the principal is satisfied the student behaviour was so serious that the suspension should be longer than 10 school days it can be extended to 20 days with the right of the parents to appeal.

Following a suspension it is required that the parent attend a re-entry meeting with the school Principal or Deputy Principal to discuss requirements for a successful re-entry to the learning program.

## Examples of Student Behaviour and potential consequences

<b>Behaviour (low level)</b>	<b>School Management Strategies</b>
<ul style="list-style-type: none"> <li>• Inappropriate talking and/or calling out</li> <li>• Continually out of place; off task</li> <li>• Not following directions; not listening;</li> <li>• Name-calling (not swearing);</li> <li>• Not completing work without valid reason</li> <li>• Uniform/hair/makeup/jewellery transgressions</li> <li>• Littering</li> <li>• Running on concrete,</li> <li>• Inappropriate water play/wastage,</li> <li>• Out of bounds - climbing trees/walls/in gardens, playing in/around toilets</li> <li>• Throwing non-harmful projectiles</li> <li>• Rough play</li> <li>• Not sitting down during eating time</li> <li>• Yelling</li> <li>• Playing with sticks</li> <li>• Playing after the bell</li> <li>• Sliding or jumping down stairs, swinging off beams</li> </ul>	<ol style="list-style-type: none"> <li>1. Give a verbal rule reminder</li> <li>2. Where the reminder is ignored there must be immediate TIME OUT/Reflection time (10 minutes) in classroom/playground.</li> <li>3. If the misbehaviour continues the student is sent to a Buddy Class (class) with work for the remainder of the session</li> </ol> <p>Other strategies could include:</p> <ul style="list-style-type: none"> <li>• Tactical ignoring and non-verbal messages</li> <li>• Give clear choices or rule reminders</li> <li>• Give clear instructions</li> <li>• Remind students of rules and/or class behaviour system</li> <li>• Apologise to person/s involved (verbal or written)</li> <li>• Removal of litter (provide gloves)</li> <li>• Clean/Tidy mess made by student</li> <li>• Separate student from other students in the class or playground</li> </ul>
<b>Behaviour ( moderate level, more serious and repeated low level behaviours)</b>	<b>School Management Strategies</b>
<ul style="list-style-type: none"> <li>• Disobeying teacher's instructions</li> <li>• Frequently demonstrating low level behaviours</li> <li>• Continually annoying other children</li> <li>• Continually answering back; disrupting the learning process</li> <li>• Some forms of bullying (unintentional but unwanted)</li> <li>• Play fighting which hurts others or unwelcome</li> <li>• Ongoing teasing/consistent name calling</li> <li>• Throwing projectiles at or towards other/s</li> <li>• Leaving school grounds without permission</li> <li>• Wasting school resources</li> <li>• Inappropriate gesturing</li> <li>• Dangerous play - throwing or playing with stones, sticks, tackling in sport etc</li> </ul>	<p>In consultation with the class teacher, the Deputy Principal/Principal or Behaviour teacher will initiate actions which could include:</p> <ul style="list-style-type: none"> <li>• Referral to the Buddy Classroom</li> <li>• Alternate lunchtime activities</li> <li>• Loss of privilege</li> <li>• Monitoring program – Walk with a teacher</li> <li>• Resolution meeting as required between aggrieved party and student</li> <li>• Peer mediation or restorative conference</li> <li>• Lunchtime detentions</li> <li>• Individual Behaviour Support Plan</li> <li>• Restitution</li> <li>• Parent contact</li> <li>• Warning regarding future consequence for repeated offence</li> <li>• Referral to Guidance Officer or Chaplain</li> <li>• Suspension</li> </ul>
<b>Behaviour (high level, dangerous and intentional)</b>	<b>School Management Strategies</b>
<ul style="list-style-type: none"> <li>• Abusive language; uses sexually explicit words or actions</li> <li>• Ongoing middle level behaviours - ongoing defiance and disruption, depriving others of their right to learn and/or safety</li> <li>• Fighting, intimidation - both physical and emotional bullying, continual teasing that constitutes harassment (sexual, physical, racial, verbal) - endangering safety of self and others</li> <li>• Theft/Vandalism/damage to property</li> <li>• Behaviour likely to endanger the health of others (spitting, urinating)</li> <li>• Continued deterioration of behaviour, ignoring attempts to help by refusing to follow Individual Re-entry plan or Behaviour Support Plan</li> <li>• Blatant disrespect for teachers or other adults</li> <li>• Possession of dangerous or banned objects and illegal substances eg. knives, cigarettes, lighters, matches, razor blades, projectiles, fart bombs</li> </ul>	<p>Referral to Deputy Principal or Principal.</p> <ul style="list-style-type: none"> <li>• Review Individual Behaviour Support Plan</li> <li>• Parent/carer interview</li> <li>• Detention</li> <li>• PLC Referral</li> <li>• External agencies</li> <li>• Suspension</li> <li>• Individual Behaviour Agreement</li> <li>• Police notification (if illegal behaviour)</li> <li>• Suspension in line with Education Queensland</li> <li>• Policy SM-16 Student Disciplinary Absences</li> <li>• Behaviour Improvement Condition in accordance with Ed.(GP) Act 2006</li> </ul>

## 6. EMERGENCY RESPONSES OR CRITICAL INCIDENTS

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

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

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

### **Basic defusing strategies**

#### ***Avoid escalating the problem behaviour***

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

#### ***Maintain calmness, respect and detachment***

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

#### ***Approach the students 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 Coombabah 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.

Staff at our school are trained and understand that:

- 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
- That there is an underlying function behind the behaviour.

## **7. NETWORK OF STUDENT SUPPORT**

Students at Coombabah State School are supported through a collaborative process that is student focussed and all personnel involved are expected to take an active role in managing student behaviour in a safe and supportive school environment.

We are building a network of peer support through our school captains, student councillors and Student Welfare Committee.

Existing support networks involve:

- Parents
- Student Support Services Team
- Teachers
- Integration teacher
- Administration staff
- Guidance Officer
- Behaviour Support Consultant
- Senior Guidance Officer
- School Chaplain
- Department of Communities
- Teacher aides

## **8. CONSIDERATION OF INDIVIDUAL CIRCUMSTANCES**

Students at Coombabah State School are supported through positive acknowledgement and a system of universal, targeted, and intensive behaviour support.

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the students and the needs and rights of school community members are considered at all times.

The Code of School Behaviour states:

Essential to effective learning is a safe, supportive and disciplined environment that respects the following rights.

- The rights of all students to learn
- The rights of teachers to teach
- The rights of all to be safe.

Students are expected to:

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

## 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

## 11. SOME RELATED RESOURCES

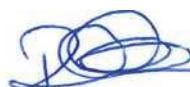
- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
- Take a Stand Together
- Safe Schools Hub

### Endorsement

*Angela Hill*

Principal

P&C President



Date effective from ..... *6/8/18* .....

## APPENDIX 1

Dear Parents,

We will be continuing our school's behaviour management procedures to ensure we are achieving quality teaching and learning in our classrooms.

Please note the following information from Education Queensland's Code of School Behaviour.

## CODE OF SCHOOL BEHAVIOUR – Education Queensland

### BETTER BEHAVIOUR BETTER LEARNING

Queensland state schools promote learning, creativity and innovation as the platform upon which to build prosperity and quality of life for all Queenslanders. State schools are strongly committed to providing a quality, futures-oriented education that enables all students to achieve their full potential. They prepare students for an active role in democratic life and society. High expectations, equity, inclusiveness and the building of social capital are key features of state schooling in Queensland.

Essential to effective learning is a safe, supportive and disciplined environment that respects the following rights.

- The rights of all students to learn
- The rights of teachers to teach
- The rights of all to be safe.

The Code of School Behaviour defines the responsibilities that all members of the school community are expected to uphold and recognises the significance of appropriate and meaningful relationships.

It outlines a consistent standard of behaviour for all state school communities in Queensland, inclusive of students, staff and parents. The Code has been developed to deliver the best possible outcomes for students, recognising the close relationship between learning, achievement and behaviour.

### Standards

State schools in Queensland are committed to providing quality learning opportunities that enable all students to achieve within safe, supportive and disciplined learning environments. Staff are to maintain high standards of ethical behaviour as established in the Department of Education's Code of Conduct. All members of school communities are to abide by The Code of School Behaviour in accordance with the following standards.



**A**ll members of school communities are expected to:

- conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.

**S**tudents are expected to:

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

**P**arents are expected to:

- show an active interest in their child's schooling and progress
- cooperate with the school to achieve the best outcomes for their child
- support school staff in maintaining a safe and respectful learning environment for all students
- initiate and maintain constructive communication and relationships with school staff regarding their child's learning, wellbeing and behaviour
- contribute positively to behaviour support plans that concern their child.

**S**chools are expected to:

- provide safe and supportive learning environments
- provide inclusive and engaging curriculum and teaching
- initiate and maintain constructive communication and relationships with students and parents
- promote the skills of responsible self-management.

**P**rin cipals are expected to:

- play a strong leadership role in implementing and communicating The Code in the school community
- ensure consistency and fairness in implementing the school's Responsible Behaviour Plan for Students
- communicate high expectations for individual achievement and behaviour
- review and monitor the effectiveness of school practices and their impact on student learning
- support staff in ensuring compliance with The Code and facilitate professional development to improve the skills of staff to promote responsible behaviour.



## Consequences for Unacceptable Student Behaviour

- Student behaviour that does not comply with the expected standards is not acceptable.
- The Responsible Behaviour Plan for Students will set out the range and level of responses and consequences for student behaviour that is not consistent with these standards.

### Consequences are to be applied to:

- provide the opportunity for all students to learn
- ensure the safety of staff and students
- assist students who exhibit challenging behaviours to accept responsibility for themselves and their actions.

In applying consequences for unacceptable student behaviour, the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times.

Schools use a range of consequences that are authorised by Education Queensland which include:

- suspensions
- exclusions
- cancellations of enrolment.

These consequences are to be used as the last resort for serious behaviour after consideration has been given to all other responses. Access to alternative programs and input from other agencies may be necessary for students who repeatedly do not comply with expected standards of behaviour.



## APPENDIX 2

School expectations based on our 3 rules

The behaviours in this list can be added to, or removed, depending on the school's priorities and needs.

<b>BE SAFE</b>	<b>BE A LEARNER</b>	<b>BE RESPECTFUL</b>
Lining up	The 3 P's – persistent, punctual, productive	Hands up to speak
Playground boundaries	Being organized with materials	Use appropriate language
Hands and feet to self	Show persistence	Play fairly
No hat no play	Be resilient	Respect yourself
Walk on concrete	NED's 3 messages	Bullying no way
Stranger danger	Do your best	Respect others
Setting goals	Take pride in your work	Respect ourselves
Handling our anger	Be an active participant	Respect our school
Use our S.M.A.R.T rules	Ask for help	Respect privacy of others
Follow safety drills	Use break times to access the toilet	Respect personal space of others
Follow bell rules	Be independent	Move quietly around the school
Play by the rules	Use peer tutors	Look after own and others property
Recognize, react, report	Complete homework	Include others

### APPENDIX 3

CLASSROOM		OUTSIDE CLASSROOM		COMMUNITY – BUS, SPORT, EXCURSIONS	
Minor	Major	Minor	Major	Minor	Major
<ul style="list-style-type: none"> <li>-Not following directions</li> <li>-refusing to complete set tasks</li> <li>-refusing to follow teacher requests</li> <li>-refusing to follow classroom or school rules (calling out)</li> <li>-not being punctual</li> <li>-defiance</li> <li>-5L's</li> <li>-being unsafe around the classroom</li> <li>-inappropriate use of classroom resources</li> <li>-incorrect uniform/ jewellery</li> <li>-dishonesty/lying</li> <li>-disruption</li> <li>-inappropriate language (swearing, name calling)</li> <li>-disrespect</li> <li>-leaving class without permission</li> <li>-inappropriate use of technology</li> <li>-minor physical contact</li> <li>-bringing items not allowed at school (toys)</li> <li>-not leaving mobile phone at office</li> </ul>	<ul style="list-style-type: none"> <li>-Continual pattern of refusal</li> <li>-Truancy/leaving school without permission</li> <li>-Serious physical aggression/fighting</li> <li>-Throwing objects with intent to harm</li> <li>-Vandalism, property damage</li> <li>-Theft, deliberate or continual</li> <li>-Bullying/ harassment</li> <li>-Threatening/ aggressive/ racist language</li> <li>-Possession of illegal substance or object</li> <li>-Cyberbullying</li> <li>-Repeated minor incidents</li> <li>-Intentional physical contact directed at a staff member</li> <li>-Repeated incidents of dishonesty</li> <li>-Constantly disrupting the learning of others</li> <li>-Viewing accessing inappropriate material using technology</li> <li>-Repeated breaches of mobile phone policy</li> </ul>	<ul style="list-style-type: none"> <li>-Running on concrete</li> <li>-Climbing and jumping objects</li> <li>-No school approved games</li> <li>-Playing in the toilets</li> <li>-Rough play</li> <li>-Pushing, shoving, tripping</li> <li>-No hat</li> <li>-Inappropriate use of equipment</li> <li>-Defiance</li> <li>-Lack of care for the environment (littering)</li> <li>-Not playing fairly</li> <li>-Name calling</li> <li>-Out of bounds</li> <li>-Out of uniform</li> <li>-Inappropriate use of mobile phones</li> </ul>	<ul style="list-style-type: none"> <li>-Use of mobile phone in any part of the school without authorisation</li> <li>-Continual pattern of refusal</li> <li>-Causing harm with intent</li> <li>-Threatening/ aggressive/ racist language (bullying)</li> <li>-Inappropriate use of facilities</li> <li>-Theft, deliberate or continual</li> <li>-Possession of illegal substance</li> <li>-Bullying /cyberbullying</li> <li>-Viewing or accessing inappropriate and or adult material</li> <li>-Possession of dangerous objects</li> <li>-Offensive language directed at staff members</li> <li>- Offensive behaviour such as spitting</li> <li>-Serious physical aggression/fighting</li> </ul>	<ul style="list-style-type: none"> <li>-Not wearing safety gear</li> <li>-Refusing to follow directions</li> <li>-Verbal or physical threat or disrespect/intimidation</li> <li>-Inappropriate behaviour on the bus</li> </ul>	<ul style="list-style-type: none"> <li>-Possession of illegal substance</li> <li>-Offensive public behaviour</li> <li>-Breaches of school behaviour policy</li> <li>-Criminal behaviour</li> <li>-Dangerous behaviour that requires the bus driver to stop</li> <li>-Continual verbal or physical threats or disrespect/intimidation/ bullying</li> <li>-Cyber bullying</li> <li>-Damage to property</li> </ul>

## **APPENDIX 4**

### **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.

#### **Mobile Phones- SCHOOL CONTEXT**

All mobile phones are to be clearly labelled and given to staff at the beginning of the day and collected at 3:00. All care but no responsibility will be taken for equipment.

#### **Confiscation**

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

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

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

#### **Personal Technology Device (iPads, tablets) Etiquette**

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes unless given permission from teaching staff. They are used under the instruction of the teacher as part of the class program.

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

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

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

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or

embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying<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 must not be 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.

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

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

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

### **Special Circumstances Arrangement**

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

*\* Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, 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.*

---

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

## APPENDIX 5

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

#### Purpose

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

#### Rationale

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

7. At Coombabah State School all students are explicitly taught the expected school behaviours and receive 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 school wide 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
  - All students have been or are being taught the specific routines in the nonclassroom 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 nonclassroom areas of the school
  - A high level of quality active supervision is a permanent staff routine in the nonclassroom 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 nonclassroom areas.
9. Strategies used to assist in the prevention of bullying across the school include
  - Classroom units of work.
  - Police visits.
  - Targeted group behaviour management strategies.
  - Guest speakers.
  - Theatre productions (eg The Power of One).
  - Individual support depending on the situation and intervention required.
10. 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 Coombabah 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'.

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

## APPENDIX 6

### Appropriate use of social media

Coombabah State School embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others.

Coombabah State School is committed to promoting the responsible and positive use of social media sites and apps.

No student of Coombabah State School will face disciplinary action for simply having an account on Facebook or other social media site.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at **Appendix 4**, it is unacceptable for students to bully, harass or victimise another person whether within Coombabah State School's grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Coombabah State School whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Coombabah State School engaging in appropriate online behaviour.

#### Role of social media

The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.

Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.

The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

### **Appropriate use of social media**

Students of Coombabah State School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.
- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.
- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.
- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Coombabah State School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Coombabah State School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

## **Laws and consequences of inappropriate online behaviour and cyberbullying**

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995* (Cth) and the *Criminal Code Act 1899* (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is “using a carriage service to menace, harass or cause offence to another person”.

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking.
- Computer hacking and misuse.
- Possession of child exploitation material.
- Involving a child in making child exploitation material.
- Making child exploitation material.
- Distribution of child exploitation material.
- Criminal Defamation.

There are significant penalties for these offences.

Coomabah State School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Coomabah State School expects its students to engage in positive online behaviours.

**APPENDIX 7**



# Re-entry Plan from Suspension/Return to Class Agreement

Name:..... Date: .....

**Reason for suspension:**

---



---



---

**Behaviour Goal:**

---



---

School Value	What I will be seen/heard doing (classroom and playground)
Be Safe	
Be Learner	
Be Respectful	
Parent's responsibility	
School responsibility	

If I choose not to follow this agreement the following consequence/s may occur:

- Thinking room sessions
- Parents telephoned
- Timeout/buddy class
- Suspension/recommendation for exclusion (repeated offences of extreme behaviour)
- .....(specific consequence relating to behaviour)

Signed:

.....

Student

Parent

Principal/Deputy Principal

Review date: .....



**COOMBABAH**  
STATE SCHOOL