TOWNSVILLE SOUTH STATE SCHOOL

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

1. Purpose

Townsville South 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

Townsville South State School developed this plan in collaboration with our school community. Consultation with parents, staff and students was undertaken during Term 1 2016. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2013-2015 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C Association and Assistant Regional Director

3. Learning and behaviour statement

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

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:
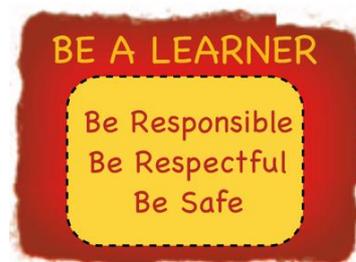
Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

The foundation of the Responsible Behaviour Plan is the Education Queensland Code of Behaviour which states:

All members of the school communities are expected to:
- conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.

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.

Parents 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.

Schools 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

Principals 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.

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 Townsville South State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

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

SCHOOL WIDE EXPECTATIONS TEACHING MATRIX						
	ALL AREAS	**CLASSROOM**	**PLAYGROUND**	**STAIRS & VERANDAHS**	**TOILETS**	**BIKE RACKS / AFTER SCHOOL**
BE SAFE	▪ Keep hands, feet and objects to yourself ▪ Walk when on concrete	▪ Walk ▪ Enter and exit room in an orderly manner	▪ Participate in school approved games ▪ Wear shoes and socks at all times ▪ Be sun safe and wear a broad brimmed hat ▪ Use the allocated play areas ▪ Be fair and follow the rules of the game being played ▪ Follow school rules about not climbing trees or throwing seed pods	▪ Walk one step at a time ▪ Use handrails appropriately	▪ Wash hands, use toilet paper appropriately and flush the toilet after using	▪ Wait inside the school gate until parent pickup
BE RESPONSIBLE	▪ Show honesty ▪ Take pride in your work appearance and environment ▪ Be in the right place at the right time including regular attendance ▪ Wear the correct school uniform ▪ No toys from home at school ▪ Follow the school's mobile phone policy ▪ Follow instructions of supervising adults straight away ▪ No chewing gum and soft drink at school	▪ Enter classroom only when a teacher is present or with their permission ▪ Be punctual for the start of class ▪ Be prepared ▪ Complete set tasks ▪ Take an active role in classroom activities ▪ Keep work space tidy ▪ Ask to leave the classroom	▪ Place litter in bins ▪ Adhere to 'No hat, no play' policy ▪ Follow lunchtime procedures ▪ Be a problem solver ▪ Return equipment to appropriate location at bell times ▪ Tackling games are only to be played when play is supervised during PE ▪ Allen Street tree area is only to be accessed when accompanied by a teacher	▪ Access your port only when using port areas ▪ Assist younger children on the stairs	▪ Use toilets during breaks ▪ Show responsible behaviour with equipment in toilet areas ▪ Turn taps off	▪ Wheel bike when inside the school grounds ▪ Secure your bike ▪ Stay away from bike racks during school time ▪ Leave school promptly
BE RESPECTFUL	▪ Respect others' personal space and property ▪ Use equipment appropriately ▪ Clean up after yourself ▪ Use polite language ▪ Wait your turn ▪ Co operate with others	▪ Knock on the door before entering ▪ Respect the right of others to learn and teach ▪ Raise hand to speak ▪ Take turns ▪ Listen politely to the views of others	▪ Care for the school environment	▪ Walk quietly and in an orderly manner so others are not disturbed	▪ Respect the privacy of others	▪ Use your own bike / scooter and respect the property of others by not touching it.

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; and
- Displaying rules in all classrooms and outside areas throughout the school.

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

- Availability of the school's Responsible Behaviour Plan on the School's website for easy access.
- Whole School Behaviour Skill of the Week – Each week teachers examine a behaviour skill directly linked to the school's Responsible Behaviour Plan.
- High Five Strategy – Talk Friendly, Talk Firmly, Ignore, Walk Away, Report posters are in all classrooms for discussion and as a strategy to support children engaging in appropriate ways to deal with conflict situations.
- Individual Behaviour Plans developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Student of the Week – Each week, each class issues two certificates for children who have demonstrated responsible behaviour where possible linked to the Behaviour Skill of the Week. All students of the week are recognised in the newsletter.
- Citizenship Passport Program – Children in the upper primary are able to earn points in their Citizenship Passport for volunteer duties that support the school and other children. These points are used towards leadership roles. When 75 points are earned children receive a Citizenship badge and ongoing acknowledgement for that year in the newsletter.
- Essential Skills in Classroom Management Training for all Staff – All staff undertake annual training in Essential Skills in Classroom Management to support Responsible Student Behaviour

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); and
- Procedures regarding the use or possession of weapons including knives and any other items that could be considered a weapon in school (Appendix 3).

Reinforcing expected school behaviour

At Townsville South 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.

Behaviour Chart

XX (Time Out)	X (Warning)	🙂	🙂🙂
☹Cross-Classed			

Each term children aim to reach Gold Level by the end of the term. To reach this level children have to earn 75 gotchas.   At the beginning of each term children start with 0 gotchas.

All children start the day with their name tag on the single smiley face and just before 2nd lunch children move up to the next level if they have demonstrated appropriate behaviour or followed their plan to behave appropriately in that session.   The card can also be moved down for inappropriate behaviour.

Gotchas
Children who finish the day on the single smiley face receive 1 Gotcha.
Children who finish the day on the double smiley face receive 2 Gotchas
Gotchas can also be earned from in class/playground points where every 5 points = 1 gotcha.
Itinerant, relief teachers and teacher aides are also able to award points.
Once Gotchas have been awarded at the end of the day , they can't be removed.
* 2-3 gotchas would be considered very good behaviour in a day.
* 1-2 gotchas would be considered appropriate behaviour it the day.
Each class is to have an electronic recording system to record the number of gotchas earned. A paper copy or chart recording system my be used in addition.

Rewards
For every 10 gotchas children receive a voucher, which can be exchanged for the following:
1 voucher = icy cup (that complies with Amber Smart Food Choices) or pick out of the box (eg rubber, pencil, bookmark etc)
2 vouchers = milkshake (that complies with Amber Smart Food Choices)

Once vouchers are used they go into a weekly draw for a prize on parade each week.

Level	Gotchas	Reward Issued in Week of each Term	Reward
Bronze	25	4	Fruit Icy Stick* (10 mins before 2nd lunch and certificate)
Silver	50	7	Small Piece of Celebration Cake* 10 minutes before 2nd lunch and certificate. Alternative reward options are available for students who not able to have cake.
Gold	75	10	Term 1 – Games Session (Middle Session) Term 2 – Teddy Bears Picnic (Middle Session) Term 3 – Video (Middle session and break time) and Popcorn Term 4 - 45 minutes Water Play – The Strand

* *Fruit Icy Sticks and Small Piece of Celebration Cake are to both comply with Amber Smart Food Choices.*

Teachers record Bronze, Silver and Gold Awards in OneSchool and print the generated certificate for presentation.

Attendance Reward
At the end of each semester there is a Pizza Party where children can receive 1 piece of pizza to comply with Amber Smart Food Choices if they have demonstrated 95% or higher attendance. Other reward options are available for students who not able to have pizza.

At the end of year Awards Evening a book prize is granted to any student with 100% attendance.

Positive Behaviour Letters
In Semester 1 letters are posted home to acknowledge students demonstrating improved or responsible behaviour.

In Semester 2, letters are posted home to those students demonstrating excellent behaviour.

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

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

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

This process is linked to the Behaviour Chart as follows:
a.) Warning – Using the language – What are you doing? What should you be doing? What will happen if you do this again?
b.) 1st Time infringement (after warning) - Speak to student individually to develop a plan for children to demonstrate appropriate behaviour – Card moves down one place
c.) 2nd Time Infringement - Student breaks their plan (time out in class for 10 minutes) – Card moves down another place
d.) 3rd Time Infringement – (Three strikes and out of the classroom☺) – Students are cross classed for the remainder of the session and are provided work to continue with their learning.

The following 10 strategies from Essential Skills in Classroom Management are to be used by staff to help redirect behaviour back to learning and encourage appropriate behaviour:

Skill 1 - Establishing Expectations
Skill 2 – Giving instructions
Skill 3 – Waiting and Scanning
Skill 4 – Cueing with parallel acknowledgement
Skill 5 – Body language encouraging
Skill 6 – Descriptive Encouraging
Skill 7 – Selective attending
Skill 8 – Redirecting to the learning
Skill 9 – Giving a choice
Skill 10 – Following through

A 'Behaviour Notification Form' template is provided to staff for the student, (can be modified for younger age groups) to fill in to record their behaviour (Appendix 5). This form is also able to be sent home to parents to notify them of the incident.

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

At Townsville South State School, there are three Targeted Behaviour Support Programs:
1. Chaplain Support – The school Chaplain meets individually with the student twice per week to discuss strategies to support appropriate behaviour
2. Stop, Think Do
3. Stanton Lodge – This Education Queensland Program supports children with Learning Behaviours.

Students whose behaviour does not improve after participation in two of these programs, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

3. Intensive behaviour support:
Townsville South 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. These students are referred to 'The Special Needs Committee':

'The Special Needs Committee':

- facilitates a Functional Behaviour Assessment for appropriate students.
- works with other staff members and the principal to develop appropriate behaviour support strategies in a Behaviour Plan and to achieve continuity and consistency;
- monitors the impact of support for individual students through continuous data collection; and
- makes adjustments as required for the student.

The Special Needs Committee has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In some cases, the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and the guidance officer.

5. Emergency or critical incident responses

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

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

Severe unacceptable behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety and well-being of the student or others is likely to be placed at serious risk.

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

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

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

4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other 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).

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

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

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

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

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

Debriefing

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:
- Reverse or minimise the negative effects of physical intervention
- Prevent the future use of physical intervention
- Address organisational problems and make appropriate changes

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

Debriefing should provide information on:
- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

The specific questions we want to answer through the debriefing process are:
- FACTS: what do we know happened?
- FEELINGS: how do you feel about the event that happened?
- PLANNING: what can/should we do next?

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

Questions for student
- What was it that you needed?

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

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

Record keeping

Each instance involving the use of physical intervention must be formally documented in OneSchool in the Behaviour Incidents section. Details of the incident (time, infringements of school rules, location), witnesses (staff and students), sequence of events (lead-up, during, after), severity, action to de-escalate or redirect the problem, motivation.

6. Consequences for unacceptable behaviour

Townsville South 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.

All minor and major behaviours are to be recorded electronically in Education Queensland's OneSchool program.

The recording of **three minor** behaviours constitutes a major behaviour. Consequences in these instances are usually detention, though other consequences from the major category may be appropriate.

Minor and Major behaviours

When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:
- **Minor** problem behaviour is handled by staff members at the time it happens;
- **Major** problem behaviour is referred directly to School Administration.

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

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

Consequences for Minor Behaviours		
Level	**Main Consequence**	**Other possible additional consequences**
Level 1	In Class Approaches particularly re-direction procedure.	- Rule reminder - Warning - Time Out - Buddy Class - Apology
Level 2	Mixture of class and lunchtime approaches including supervised play and Time Out	- Make up time next break - Limited play - Pick up paper/wrappers - Supervised eating/ play - Miss out on a special event - Walk with staff member - Parent contact - Re- Submit Work

Major behaviours are those that:
- significantly violate the rights of others;
- put others / self at risk of harm; and
- require the involvement of School Administration.
- or are part of a pattern of ongoing problem behaviours

Major behaviours result in an immediate referral to the principal because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then contacts the office for assistance.

In the case of **three minor behaviours**, referral to school Administration is where the One School record is recorded by the teacher, and a detention is issued whereby a letter is sent home and redirection discussion occurs during the detention.

Consequences for Major Behaviours

Level	**Main Consequence**	**Other possible additional consequences**
Level 3	Detention	- Any of the Level 1 and 2 Consequences - Written/Verbal Warning Regarding Future Consequences for Repeated Offences. - Parent Contact - Alternate Lunchtime Activities - Individual Behaviour Plan - Discipline Improvement Plan - Exclusion to Attend Off-Campus Activities **Referral**: - Targeted Behaviour Support - Intensive Behaviour Support Team - Guidance Officer - School Chaplain
Level 4	Internal Suspension	
Level 5	Short Term Suspension	
Level 6	Long Term Suspension	
Level 7	Exclusion	

The severity of the behaviour will determine the level of the consequences.
> For example major physical assault or the use/supply or possession of weapons (including knives) or drugs or ongoing persistent major behaviours may receive a School Disciplinary Absence (suspension or proposal/recommendation for exclusion) as a consequence for the unacceptable behaviour.

Ongoing major behaviours will lead to escalation in the level of consequences.

Absences are a breach of the Code of Behaviour to actively participate in the school's program of instruction.

The principal is able to withhold the right for children who have significant unexplained absences to participate in extra-curricular activities (eg. Camp, Last Day Activities, Interschool Sports, Big Day Out etc.).

Definition of consequences*

Time out	A principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down. During time out, student is to be supervised and given an opportunity to rejoin class in intervals of no more than 10 minutes. For time out at lunchtime, time out is to be no more than 20 minutes for Years 2 – 6 students and no more than 10 minutes for Prep-Year 1.
Detention	A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations which may include when 3 minor behaviours are recorded that then meets the threshold of a major behaviour. A detention is to be no more than 20 minutes for Years 2 – 6 students and no more than 10 minutes for Prep-Year 1 during school lunch or 30 minutes after school (parent will be contacted before an after school detention is imposed). When 2 detentions are issued a warning letter regarding future consequences for repeated offence is to be sent home. At this time a member of the school administration team meets with the child to discuss strategies to prevent further repeats of this behaviour.
Exclusion from off-campus activities	A principal may use Exclusion to Attend Off Campus Activities as a consequence for multiple major behaviours. Where the off-campus activity is a curriculum activity, work relating to that curriculum area will be provided.
Internal Suspension	A principal may use internal suspension as a consequence for disobedience, misconduct, or other breaches of school expectations, which may include the issuing of 3 detentions for repeated offences. An internal suspension is where a student is cross-classed to continue their schoolwork and have an alternate or separate lunchtime. When 1 internal suspension is issued a warning letter regarding future consequences for any repeated offence is to be sent home. At this time the principal meets with the child to discuss strategies to prevent further repeats of this behaviour.
Temporary Removal of Property	A principal or staff member of Townsville South State School has the power to temporarily remove property from a student, as per the procedure *Temporary Removal of Student Property by School Staff*.
Discipline Improvement Plan	A Discipline Improvement Plan is a written agreement that sets out strategies and steps to improve a student's behaviour. It outlines the expectations for behaviour, the consequences for inappropriate behaviour and the support that will be provided by the school.
School Disciplinary Absences (SDA)	
Suspension	A principal may suspend a student from school under the following circumstances: • disobedience by the student • misconduct by the student • other conduct that is prejudicial to the good order and management of the school.
Proposed exclusion or recommended exclusion	A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons: • disobedience • misconduct • other conduct that is prejudicial to the good order and management of the school, or • breach of Behaviour Improvement Conditions.
Cancellation of enrolment	The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school.

A principal or staff member of Townsville South State School has the power to temporarily remove property from a student, as per the procedure *Temporary Removal of Student Property by School Staff.*

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

	Area	Minor	Major
Being Safe	Movement around school	• Running on concrete or being in 'out of bounds' areas • Running on stairs • Not walking bike in school grounds	
	Play	• Incorrect use of equipment • Not playing school approved games • Playing in toilets	• Throwing objects • Possession of weapons
	Physical contact	• Minor physical contact (eg: pushing and shoving)	• Serious physical aggression • Fighting
	Correct Attire	• Not wearing a hat in playground • Not wearing shoes outside • Wearing inappropriate clothing (E.g.not sunsafe or with offensive slogans) • Not wearing school uniform	
	Other	• Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school	• Possession or selling of drugs • Weapons including knives and any other items which could be considered a weapon being taken to school • Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school.
Being Responsible	Class tasks	• Not completing set tasks that are at an appropriate level • Refusing to work	
	Being in the right place	• Not being punctual (eg: lateness after breaks) • Not being in the right place at the right time.	• Leaving class without permission (out of sight) • Leaving school without permission
	Follow instructions	• Low intensity failure to respond to adult request • Non compliance • Unco-operative behaviour • Playing in the toilets • Riding bikes / scooters in the grounds	• Persistent Disobedience
	Accept outcomes for behaviour	• Minor dishonesty	• Major dishonesty
	Rubbish	• Littering	
	Mobile Phone	• Mobile phone not checked into the office • Communication devices not checked in at the office	• Use of a mobile phone in any part of the school for voicemail, email, text messaging, voice recording, photography or filming purposes without authorisation
Being Respectful	Language	• Inappropriate language (written/verbal) • Calling out • Poor attitude • Disrespectful tone	• Offensive language • Aggressive language • Verbal abuse / directed profanity
	Property	• Petty theft • Lack of care for the environment	• Stealing / major theft • Wilful property damage • Vandalism
	Others	• Not playing fairly • Minor disruption to class • Minor defiance • Minor bullying / harassment • Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school	• Major bullying / harassment • Major disruption to class • Blatant disrespect • Major defiance • Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school

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. Some methods that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour;
- explain how their behaviour differs from expected school behaviour;
- describe the likely consequences if the problem behaviour continues; and

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

Should 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 Townsville South State School, staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through staff 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.

Student disciplinary absences (suspension and exclusion) may be considered:
- in the event of a serious, one-off behaviour incident; or
- after consideration has been given to all other responses.

7. Network of student support

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

- Parents
- Teachers
- Support Staff
- Administration Staff
- Behaviour Support Teacher
- Guidance Officer
- Positive Learning Centre Staff
- School Chaplain

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

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.

Townsville South 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 the students' age, gender, disability, cultural background, socioeconomic situation and emotional state
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time;
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation;
  - receive adjustments appropriate to their learning and/or impairment needs

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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*
- *Weapons Act 1990*
- *Work Health and Safety Act 2011*
- *Work Health and Safety Regulation 2011*
- *Right to Information Act 2009*
- *Information Privacy (IP) Act 2009*

10. Related 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

- Bullying. No Way!
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses
- EQ Code of Behaviour

Endorsement
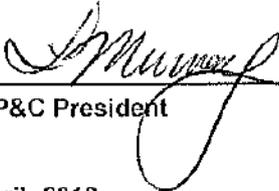
_____   _____
Principal   P&C President

Effective Date: April 2016 - April 2019

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 Banned From School
Students must not bring valuable personal technology devices like cameras, digital video cameras, mobile phones, smart phones, iPods®, tablets or MP3 players to school as there is a risk of damage or theft and general distraction and/or disruption associated with them.. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline. In special circumstances where a device is needed outside of school hours (eg for travel to and from school) permission can be granted for it to be immediately checked in at the office upon arrival at the school and collected at the end of the day. Use of that device on school grounds before or after school would be considered a breach of school rules.

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.

Personal Technology Device Etiquette
Bringing personal technology devices to school is not encouraged by the school because of the potential for damage to device, theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be handed in at the office.

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 Townsville South 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 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 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[1] 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

as a breach of this policy may be subject to discipline (including suspension and proposal/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 Queensland Police Service (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, should ensure they keep the message as evidence and bring the matter to the attention of the school office.

Assumption of cheating
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 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 Principal.

* Personal Technology Devices include, but are 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®, tablets, smartphones and devices of a similar nature.

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

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

Purpose

1. Townsville South State School strives to create positive, predictable environments for all students at all times of the day. The disciplined 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 Townsville South State School. Research indicates that both those being bullied and those who bully are at risk of behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

3. Bullying behaviours that will not be tolerated at Townsville South 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 Townsville South 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 behaviours, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

7. The anti-bullying procedures at Townsville South State School are an addition to our already research-validated school wide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving

high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. A Whole of School approach will ensure that:
   - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour;
   - All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school;
   - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms;
   - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school; and
   - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

9. Cyberbullying often does not occur at school. Students are explicitly taught Cybersafety, for example how to safely conduct an internet search, what cyberbullying is and what they should do if they receive unwanted messages including for example:

   - Not responding to messages, but keeping them to report to parents and/or teachers immediately; and
   - Reporting any instances they see when a bystander of cyberbullying to parents and/or teachers immediately.

   Townsville South State School will then investigate and respond to any incident of cyberbullying.

10. Townsville South State School will take part in the National Day of Action Against Bullying and Violence on the third Friday of March each year. This is to highlight the importance of bullying issues within our school community and what our school is doing to prevent this.

11. Research indicates that a common outcome of anti-bullying programs 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 programs. The anti-bullying process at Townsville South 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'.

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

Appendix 3

KEEPING KNIVES OUT OF THE SCHOOL

We can work together to keep knives out of school. At Townsville South State School:
• Every student has the right to feel safe and be safe at school.
• No knives are allowed to be taken to school by students.
• There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

If a student has a knife a school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

What kinds of knife are banned?
• No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel.
• Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.
• In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

The principal can take action against a student who brings a knife to school.

• If a student has a knife at school, principals can inform the police.
• Possessing a knife at school may result in serious disciplinary consequences
• Police can search a student and their property at school if they suspect a student has a knife.
• A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
• School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
• If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
• If the student does have a knife at school, it can be confiscated by the principal and given to the police.

How can parents help to keep Townsville South State School safe?
• Make sure your child knows what the laws and rules are about knives.
• Do not include knives or knife tools in children's lunch boxes, pencil cases or craft kits.
• Contact your school principal if you believe your child is being bullied or threatened at school.
• If you want to talk about students and knives at school, please contact the principal.

Appendix 4

Townsville South State School
Behaviour Referral Form

Student Name:				Location (please tick)	
Date:	**Time:**	**Class:**		Playground	
Referring staff member :				Specialist Lesson	
				Classroom	
				Other	

Problem Behaviour			
Minor (Please tick)		**Major** (Please tick)	
Defiance/Disrespect Low intensity brief failure to follow directions		**Defiance/Disrespect** Continued refusal to follow directions, talking back and / or socially rude interactions.	
Physical Contact Student engages in non-serious but inappropriate physical contact.		**Physical Aggression** Actions involving serious physical contact where injury may occur (eg hitting, punching, hitting with an object, kicking, scratching etc)	
Inappropriate language Low intensity language (eg shut up, idiot etc)		**Inappropriate / Abusive language** Repeated verbal messages that involve swearing or use of words in an inappropriate way directed at other individual or group	
Disruption Low intensity but inappropriate disruption.		**Disruption** Repeated behaviour causing an interruption in a class or playground. (eg. Yelling or screaming, noise with material, disrupting games, sustained out of seat behaviour etc)	
Property Misuse Low intensity misuse of property.		**Vandalism** Student engages in an activity that results in substantial destruction or disfigurement of property	
Dress Code Student wears clothing that is near, but not within, the dress code guidelines defined by the school.		**Dress Code** Refusal to comply with school dress code.	
Safety Student engages in brief or low-level safety violation not involving hurting any other individuals or groups.		**Safety** Student engages in frequent unsafe activities where injury may occur.	
Dishonesty Student engages in minor lying/cheating not involving any other person.		**Major Dishonesty** Student delivers message that is untrue and / or deliberately violates rules and/or harms others	
Other		**Harassment / Bullying** Repeated teasing, physical and verbal intimidation of a student.	
		Other	

School Expectation Category					
Be Safe		Be Respectful		Be Responsible	

Others involved in incident					
None		Peers		Staff		Other	

Townsville South State School
Behaviour Notification

Date**:………………**

Student's Name……………………………………

| 1.Where it happened? | 6. What happened? |

| 2.When it happened? | |

| 3.Who was involved? | 7. What did you want to achieve by acting like that? |

| 4.How did you feel? Before | |

| 5.How did you feel? After | 8. What could I do differently? |

| 10. Student's signature | 9. To make things better I will: |
| 11. Teacher' signature | |

Teacher's comments regarding the incident: