



The Code of School Behaviour

Better Behaviour
Better Learning

Gundiah State School



Responsible Behaviour Plan for Students

1. Purpose

Gundiah 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

Gundiah State School developed this plan in collaboration with our school community. During 2016, a review of the code of school behaviour and school positive reward schemes were analysed and this document was updated.

The plan has been endorsed by the Principal, Miss Rebecca Brown and the current P&C President, Mrs Jackie Schiefelbein and will be reviewed in 2019 as required in legislation.

3. Learning and behaviour statement

All areas of Gundiah State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

We are implementing the research validated '*Positive Behaviour for Learning*' framework to achieve our identified social behaviour and academic outcomes - reflected in the core elements of the school's learning approach to behaviour:

1. Principal leadership of a team approach to behaviour
2. Parent and Community engagement
3. Data informed decision making
4. Clear consistent expectations for behaviour and
5. Explicit teaching of appropriate behaviour to 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, assisting Gundiah State School 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:

- Be **Safe**
- Be **Responsible**
- Be **Respectful**

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.



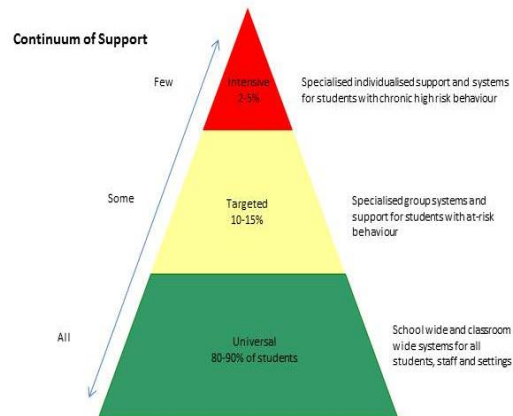


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4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Gundiah State School promotes and recognises positive behaviour and has processes for managing behaviour that is consistent with the school's expectations (Be **Safe**, Be **Respectful**, Be **Responsible**). Our positive approach to behaviour is consistent with the [Statement of expectations for a disciplined school environment policy](#), the [National Safe Schools Framework](#) and existing evidence of effectiveness. A whole school approach shapes, supports and recognises appropriate behaviours in all students.



The PBL framework uses a three-tiered continuum of evidenced based supports (Tier 1 'Universal'; Tier 2 'Targeted', and Tier 3 'Intensive' levels of support services) to facilitate standards of positive behaviour and to respond to unacceptable behaviour.

Gundiah State School is able to outline whole school provision of **universal**, **targeted**, and **intensive** supports.

- **Universal**

In a supportive and well-disciplined school, approximately 80% to 90% of students require little, if any, additional support to follow the school rules and demonstrate appropriate social behaviours. Universal levels of support are provided to all students.

- **Targeted**

In a supportive and well-disciplined school, approximately 10 to 15% of students may occasionally need additional targeted support, specific adjustments or program intervention. Targeted support is typically delivered in small groups to the identified population.

- **Intensive**

In a supportive and well-disciplined school approximately 2 to 5% of students may need more intensive support and/or flexible learning options to assist them to continue their learning. These are typically individualised interventions for students with highly complex and challenging behaviours. Functional Behaviour Assessments are generally undertaken to assist with the development of intensive support options.

Universal, targeted and intensive behaviour support includes:

- quality learning and teaching practices;
- a balanced, relevant and engaging curriculum;
- supportive and collaboratively developed procedures;
- the implementation of evidence-based programs;





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- regular monitoring and review of school procedures and programs;
- professional development for all members of the school community consistent with the school's evidence-based approach to promoting positive behaviour;
- adoption of practices that are non-violent, non-coercive and non-discriminatory; and a continuum of whole school positive preventative action for all students.

Universal behaviour support

At Gundiah State School, we establish effective classroom management systems that encourage acceptable behaviour. Communication of what is acceptable behaviour and what our key messages about behaviour is, is backed up through reinforcements (stickers, certificates and postcards). This provides students with feedback for engaging in expected school behaviour.

Gundiah State School has formed a Positive Behaviour for Learning (PBL) team in 2016 and meet every month to discuss behaviour data, how to improve our behaviour systems in place and how to support the students to becoming socially, emotionally and academically the best citizens for the future.

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 encouraged to provide consistent and appropriate acknowledgement of positive behaviour.

Students who demonstrate positive behaviour by being **respectful**, being **responsible** and being **safe** through activities and events in the classroom, playground and wider community are awarded stickers. Students accumulate stickers and gain a prize after a nominated amount of stickers, (see Appendix 1).

During the year, teachers also have the opportunity to send home 'postcards' to parents to reinforce and acknowledge positive behaviour, (see Appendix 2).

Other ways in which the staff of Gundiah facilitate the development of acceptable standards of behaviour for the whole school, include;

- Explicitly teaching students the behaviours during periodic targeted behaviour instruction and also through assembly reminders and specific newsletter items.
- Inducting all new staff, students and parents of Gundiah State School with the Responsible Behaviour Plan and discussing the expectations with all students enrolled at Gundiah.
- Encouraging parents to volunteer and participate in activities throughout the year. For instance, attending fortnightly parades, helping with reading club before schools, volunteering for craft activities, cooking lessons, excursions and celebration days.

Gundiah State School encourages all students to take increasing responsibility for their own behaviour and the consequences of their actions. We recognise that students have individual needs when developing social competencies and that not all students develop these competencies at the same pace. We make reasonable adjustments for students as required to facilitate the development of social competencies and we follow appropriate procedures that emphasise teaching students new skills so they meet their social needs in the school environment.

Communicating school wide behavioural expectations to **all** students is a priority of Gundiah State School. This is designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

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





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SCHOOLWIDE EXPECTATIONS TEACHING MATRIX						
	ALL AREAS	CLASSROOM	PLAYGROUND	STAIRS	TOILETS	TUCKSHOP
BE RESPECTFUL	Respect others' personal space and property. Care for equipment Clean up after yourself. Use polite language. Wait your turn.	Raise your hand to speak. Respect others' right to learn. Talk in turns. Be an active listener.	Play fairly. Take turns. Invite others to join in and follow rules. Care for the environment.	Walk quietly and orderly so that others are not disturbed.	Respect privacy of others. Wait your turn.	Line up quietly. Wait your turn. Use your manners.
BE RESPONSIBLE	Ask permission to leave the classroom. Be on time. Be in the right place at the right time. Follow instructions straight away.	Be prepared. Complete set tasks. Take an active role in classroom activities. Keep work space tidy. Be honest.	Be a problem solver. Return equipment to the appropriate place at the end of the break.	Move peacefully and sensibly up and down stairs.	Use toilets during breaks. Place used paper towel in the bin. Keep the toilet area clean.	Speak clearly. Ensure you have your money ready.
BE SAFE	Use equipment appropriately. Keep hands, feet, body and objects to yourself.	Walk. Sit still. Enter and exit room in an orderly manner.	Be safe with school equipment. Wear shoes and socks at all times. Be sun safe; wear a broad brimmed hat.	Rails are for hands. Walk one step at a time. Carry items. Keep passage ways clear at all times. Walk on the left hand side of the stairs.	Wash hands after toileting. Walk on pathway.	Line up sensibly.

These expectations are communicated to students via a number of strategies, including focused behaviour lessons conducted by classroom teachers, presentation of focus behaviour for the week on assembly and in the newsletter.

School wide behaviour posters displayed around the school have been created by students to reinforce the school expectations in various areas of the school. These posters are updated every year or when they are needed.

Targeted behaviour support

Each year a small number students at Gundiah State School are identified as needing a little bit extra in the way of targeted behavioural support. These students are the ones who have not responded to the universal (whole-school) behaviour support processes and strategies.

Gundiah State School use this support as a preventative. We develop this support through use of behavioural data to accurately identify students requiring targeted support. Teachers follow our school based referral processes if they seek assistance to support students with targeted level of needs. (See Appendix 4)

In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

Students demonstrating targeted behaviours have increased opportunity to receive positive contact and additional support with the classroom teacher and increased opportunities to receive positive reinforcement. We approach this support as a team and make adjustments where required to address individual students' needs.

Intensive Behaviour Support

Gundiah 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. This support is





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provided to students who have not responded to the universal **and** targeted behaviour support processes and strategies employed by the school.

Gundiah State School students who require intense behaviour support have access to the Regional Guidance Officer, Senior Guidance Officer and/or Regional Behaviour Team through a referral process.

These support networks can assist with;

- Conducting research validated assessment (Functional Behaviour Assessment) and observations on the identified students.
- Creating an individual behaviour plan that will be followed by all staff and will be communicated to the student and parents.
- Arranging a flexible and or alternative learning options.
- Seeking further external support, if required.

Students whose behaviour does not improve following this process indicate a need for specialist intervention and are provided with intensive behaviour support.

Physical Restraints: (Individual Plan)

Physical Restraint, involving the manual restriction of a student's movement for reasons of safety may be used in cases where a student is behaving in a manner that is potentially injurious to themselves or others, or to prevent serious property damage.

When provision is made for the use of physical restraint in a student's individual plan as an ongoing response strategy due to frequency of behaviour risk/patterns (including prevention of self-harming behaviours), plans will:

- be approved by the principal with a copy provided to the principal's supervisor
- include strategies to reduce the frequency and severity of inappropriate behaviours and increase socially appropriate and positive behaviours
- not use physical restraint processes in isolation
- develop procedures with support personnel, parents and relevant staff including medical practitioners and the like where applicable
- identify strategies to reduce and eliminate the need for physical restraint.
- in preventing self-harming behaviours, strategies may include:
 - restoring safety in other practicable ways such as removing harmful objects;
 - employing responses such as increased monitoring and support within classrooms and /or referral to appropriately trained staff; and
 - use of movement limiting and / or protective devices at times of high risk.

- complete documentation according to Student Protection requirements

Where physical restraints are included as part of a student's individual plan deemed necessary due to frequency of behaviour risk/patterns (including prevention of self-harming behaviours), staff will:

- be provided with physical restraint training and professional development that is documented
- complete the required documentation following a physical restraint
- employ responses to support all staff and students involved in, including witnesses to, an incident of self-harm
- establish a regular review process to monitor effectiveness of planned strategies and procedures.





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5. 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.

In the case of a severe problem behaviour, all staff must first use the suggested de-escalating behaviour procedures to redirect the student back to expected school behaviours.

Basic de-escalating procedures

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.

All Gundiah State School staff must follow and comply with the procedures outlined in [Safe, Supportive and Disciplined School Environment](#) and [Student Protection](#) procedures when students are on individual plans that may involve physical restraint.

Physical Intervention and Restraints – Immediate or Emergency Response

Appropriate physical interventions and restraints may be used to ensure that Gundiah State School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical restraints (manual restriction of a student's movement for reasons of safety) is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Staff may make legitimate use of physical restraints if all non-physical (including defusing strategies) and more moderate physical interventions have been exhausted and a student is:



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- physically assaulting another student or staff member; or
- posing an immediate danger to him/herself or to others; or
- to prevent serious property damage.

Staff will:

- give clear verbal instruction before physical restraints are used, unless the urgent nature of the situation makes this impractical
- call for assistance from another member of the school staff and make arrangements to ensure that other students in the vicinity are safe and properly supervised
- notify the principal (if not directly involved) and the student's parent of the incident detailing:
 - the behaviour that preceded the use of physical restraint
 - the type and duration of restraint used
 - staff members and other witnesses present during the period of the restraint
 - student's physical condition before and after the period of physical restraint
 - planned future action to prevent further incidents of the behaviour

More moderate 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 interventions and restraints must not be used when a less severe response can effectively resolve the situation and
- the underlying function of the behaviour.

Physical interventions or restraints are not to be used as a response to:

- school disruption;
- refusal to comply;
- verbal threats;
- property destruction, unless serious; 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 individual student.

Debriefing

Following each instance involving the use of physical restraint:

- debriefing to be provided for the student and any other students after a suitable interval of time has elapsed
- a debriefing meeting with the relevant staff members to be held
- an individual plan to be developed if physical restraint is deemed necessary as an ongoing strategy

Record Keeping

Each instance involving the use of physical restraint must be formally documented.

The processes can be found at





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<http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx> online. Following each instance involving the use of physical restraint, the following records are to be maintained:

- Physical Intervention Incident Report (see *Appendix 5*)
- Debriefing Report (see *Appendix 6*)

6. Consequences for unacceptable behaviour

Gundiah 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 appropriate to the nature of the behaviour.

Gundiah State School also complies with the [Temporary Removal of Student Property by School Staff](#) procedure if this is needed to ensure staff are keeping all staff and students safe.

Minor and major behaviours

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

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

Minor behaviours are those that:

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

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, a formal apology, restitution or completion of work in own time.
- a re-direction procedure. The staff member takes the student aside and:
 1. names the behaviour that student is displaying,
 2. asks student to name expected school behaviour,
 3. states and explains expected school behaviour if necessary
 4. gives positive verbal acknowledgement for expected school behaviour.

When major problem behaviours occur, staff members calmly state the major problem behaviour to the student, issue them with the Reflection Sheet and remind them of the expected school behaviour. The student is then directed to spend time in a quiet area for the opportunity to review appropriate school and class expectations. A 'Re-entry' process is completed by staff using 'Restorative questioning' strategies. This process assists with the reinforcement of expectations and fosters positive relationships between staff and students.

Major behaviours which may result in an immediate referral to Administration because of their seriousness. The staff member (if needed) escorts the student to Administration or calls for assistance.





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Major problem behaviours may result in the following consequences:

- **Level One:** Time in office, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, and /or referral to Tier 2 'Targeted' behaviour supports
AND/OR
- **Level Two:** Parent contact, referral to Regional Behaviour Support personnel / Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school:
AND/OR
- **Level Three:** Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

Major behaviours are those that:

- significantly violate the rights of others (including cyber bullying)
- put others / self at risk of harm
- require the involvement of school Administration.

Students who engage in very serious problem behaviours such as major violent physical assault including cyber-bullying, or the use or supply of weapons / knives (refer appendix 7) or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

Gundiah State School understands that applying a School Disciplinary Absence, suspension or exclusion, is very serious and these consequences are applied as a last resort for serious behaviours. A range of other appropriate school based sanctions are used for inappropriate student behaviours before applying a suspension or exclusion.

School Disciplinary Absences should only be used after the unique circumstances of the situation and all other responses have been considered. Certain types of behaviour are serious enough to warrant a serious consequence such as a proposal or recommendation for exclusion. For example, students involved in selling or supplying drugs, violent assaults or use of weapons could expect to be proposed or recommended for exclusion.

The following table outlines examples of major and minor problem behaviours and what possible consequences could be used.



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Managing Problem Behaviour

DEFINE AND TEACH BEHAVIOUR EXPECTATIONS (MATRIX AND LESSONS)
MODEL, PRACTISE AND REINFORCE EXPECTATIONS (AWARD, PRAISE)
OBSERVE BEHAVIOUR AND DECIDE: 1. LEVEL 2. CONSEQUENCE 3. FUTURE STRATEGY

Gundiah Go Getters are:
Safe
Respectful
Responsible

STAGE ONE MINOR: LOW LEVEL BEHAVIOUR	STAGE TWO MINOR: MEDIUM LEVEL BEHAVIOUR	MAJOR: HIGH LEVEL BEHAVIOUR												
<i>Minor acts of misconduct, which interfere with teaching and learning.</i>	<i>Intermediate acts of misconduct which may include repeated acts of minor misconduct and/or misbehaviours against people or property, which do not seriously endanger others' health, safety or well-being.</i>	<i>Major acts of misconduct which may include repeated acts of medium misconduct, high level disruption to teaching/learning and/or serious threats to health, safety or property.</i>												
✓ STAFF MANAGED	✓ STAFF MANAGED ✓ PARENT NOTIFIED* (BY STAFF MEMBER) ✓ PAPER INCIDENT REPORT (OR ONESCHOOL IF PREFERRED)	✓ OFFICE MANAGED ✓ PARENT NOTIFIED (BY OFFICE) ✓ ONESCHOOL ENTRY BY ORIGINAL WITNESSING STAFF												
<ul style="list-style-type: none">• Non compliance• Minor interruptions to learning (talking, noises, calling out, late, work avoidance, off task)• Not interacting fairly• Minor dishonesty• Out of seat• Unprepared for learning• Using put downs (minor)• Moving unsafely (e.g. running on concrete)• Inappropriate tone or attitude	<ul style="list-style-type: none">• Non compliance• Damaging property (e.g. snap pencil, draw on book)• Disrespectful language (e.g. backchat, your mum...)• Deliberate dishonesty• Not playing fairly• Repeated interruptions to learning• Deliberate defiance• Taking property without asking• Unsafe use of equipment (e.g. destroying sports equipment)	<ul style="list-style-type: none">• Destruction of property (IWB, technology, deliberate)• Willful non-compliance (physical/verbal)• Absent without permission (walk outs, truancy)• Verbal aggression• Inappropriate use of technological devices• Bullying & harassment• Verbal harassment (major, aggressive, intimidating)• Sexual harassment• Physical harassment• Physical aggression												
<u>CONSEQUENCES</u> 1 ST AND 2 ND OFFENCE/S Staff will apply behaviour management strategies appropriate for the situation (that show consideration of the likely function of behaviour) including, but not limited to the following: <ul style="list-style-type: none">• Rule reminder or warning• Body language (non-verbal) encourage• Quiet talk 1:1• Logical and natural consequences (tidy up, make up time etc)• Give direct instructions• Selective attending/tactical ignoring• Descriptive encouraging• Sit and think (2-5 min max)• Redirect to learning• Supportive conversation• Move seat in class	<u>CONSEQUENCES</u> Staff will apply behaviour management strategies appropriate for the situation (that show consideration of the likely function of behaviour) including, but not limited to previous strategies as well as the following: <ul style="list-style-type: none">• Sit and think/time out (or 'Blue Seat')• Logical and Natural Consequences• Restore relationship (apology, fix-up)• Loss of own time• Behaviour contract• Restorative Chat• Guidance officer contacted• Written/Visual plan to get back on track• Contact parent/s*• Positive Reflection Activity *Parent note goes home with a copy of positive reflection activity	<u>CONSEQUENCES</u> Office staff will apply behaviour management strategies appropriate for the situation (that show consideration of the likely function of behaviour) including, but not limited to the following: <ul style="list-style-type: none">• Previous strategies• Time in office• Restorative Conference/Chat with restitution plan• Parent contact/conference• Behaviour Contract or External Behaviour Support• Guidance Officer contacted• Supported Play• Suspension• Loss of privileges eg. Leader Badge or activity involvement• Community Service (reflects behaviour/expectation, fix, repair, financial etc.)												
BEHAVIOUR RESOLVED?	BEHAVIOUR RESOLVED?	BEHAVIOUR RESOLVED?												
<table><tr><th>YES</th><th>NO</th></tr><tr><td>PRAISE & REWARD APPROPRIATE BEHAVIOUR</td><td>3RD OFFENCE IN ONE WEEK BECOMES 'STAGE 2 MINOR'</td></tr></table>	YES	NO	PRAISE & REWARD APPROPRIATE BEHAVIOUR	3 RD OFFENCE IN ONE WEEK BECOMES 'STAGE 2 MINOR'	<table><tr><th>YES</th><th>NO</th></tr><tr><td>PRAISE & REWARD APPROPRIATE BEHAVIOUR</td><td>OFFICE REFERRAL 3RD OFFENCE BECOMES 'MAJOR'</td></tr></table>	YES	NO	PRAISE & REWARD APPROPRIATE BEHAVIOUR	OFFICE REFERRAL 3 RD OFFENCE BECOMES 'MAJOR'	<table><tr><th>YES</th><th>NO</th></tr><tr><td>PRAISE & REWARD APPROPRIATE BEHAVIOUR</td><td>CASE CONFERENCE • SUSPENSION • EXPULSION</td></tr></table>	YES	NO	PRAISE & REWARD APPROPRIATE BEHAVIOUR	CASE CONFERENCE • SUSPENSION • EXPULSION
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YES	NO													
PRAISE & REWARD APPROPRIATE BEHAVIOUR	CASE CONFERENCE • SUSPENSION • EXPULSION													

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

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

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

An Individual Behaviour Support Plan will be created with support from parents, for students who regularly/routinely seek more intense support with problems in the classroom or playground.

Gundiah State School allows students to have quiet time if that suits their de-escalating routines. All quiet time spaces coincides with the provisions of the [Safe, Supportive and Disciplined School Environment](#) procedure.

At times, students may use or be directed to have some time out from their class or play time. Before they re-enter into the classroom/playground, a behaviour reflection sheet may be completed with the student, (see Appendix 3). All completed reflection sheets will be sent home to ensure communication with parents/carers is clear on the expected student behaviour and to ensure suitable support is in place for the student.

At Gundiah State School all staff members are authorised to issue consequences for unacceptable behaviour and will be provided with appropriate professional development and/or training. Through training activities undertaken each year, we work to ensure consistent responses to problem behaviour across the school aiming to maintain the least intrusive to most intrusive approach. All staff must ensure consistent responses and consequences are given out to problem behaviour.



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Students will also learn 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.

Bullying and Cyber-bullying

Bullying is a deliberate act to hurt someone physically, verbally or psychologically. Bullying is an issue of power. Bullying behaviours at school may include:

- Hitting, kicking, punching, pushing, tripping, flicking, shoving, spitting, throwing objects, sexual abuse.
- Hiding, damaging or destroying property belonging to someone else or playing tricks, pranks or stunts.
- Making someone give money, food or other property against their will.
- Non-physical: Threatening any of the above physical behaviours. Threatening to 'get' someone or singling out someone or unfair treatment.
- Name-calling, using offensive, hurtful or abusive language, making comments the other person finds offenses.
- Inappropriate use of SMS, email or use of public internet pages.
- Putting others down, spreading rumours.
- Repeatedly giving hurtful looks, rude gestures or making faces at someone. Yelling, slamming doors, windows or throwing objects at or in response to someone.
- Leaving someone out of a group or process on purpose.
- Writing offensive messages or emails about or to someone.

At Gundiah State School, the staff encourage positive interactions.

- Gundiah staff make reference to aspects of bullying within the curriculum, where appropriate.
- There is ongoing explanation and discussion of bullying with students and strategies on how to manage this behaviour in a school and community setting.
- Monitoring of the teaching and learning environment by teachers and administration both inside and outside the classroom
- Collection and analysis of relevant student behavioural data
- Preventative programs and techniques are used throughout the year

What to do if you are bullied?

At Gundiah State School, it is your right and responsibility to report bullying, whether it happens to you or to someone else. If it occurs, the following action should be taken by you and/or your parents:

Report it now! Tell the whole story– including anything that you may have done before or after the event. Remember that the bullying will continue if those responsible think they can get away with their behaviour.

Gundiah staff take bullying seriously. All students with social skilling needs will be met through a friendship and social skills program as well as support from external services, if needed. If bullying behaviour is ongoing and persistent (despite intervention and support) and is considered conduct that is prejudicial to the good order and management of the school, then the Principal may determine that the behaviour is so serious that suspension or exclusion be a possible consequence.

Bullying – we say “NO WAY”

Cyber Bullying:

Cyber bullying is when one student is targeted by another through the use of digital technology, mobile communication devices or through the internet. The aim of this targeting may be harassment, stalking, threats or other forms of harmful behaviour.





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Cyber bullying takes many forms and may involve the use of websites, mobile phones, chat rooms, email, SMS and the uploading of pictures or video. It could involve the sending of threatening messages, communicating false pretences, forwarding of other students private communication, establishment of websites designed to humiliate or the posting of humiliating messages or pictures.

Consequences of cyber-bullying are the same as those for bullying.

The Use of Personal Technology Devices at School

Mobile Phones, iPods and MP3 Players

Gundiah State School has a policy of **no mobile phones**. If a parent ever needs to contact a student during the school day, they are able to contact the office or school mobile phone.

If a child brings a phone to school, parents/carers will be contacted immediately and phone will remain with administration until either the parent/carer collects the phone or until the end of the day.

Likewise, the use of **iPods and MP3** players are **not permitted**. A similar process to that of Mobile Phones is used if students bring these devices to school.

Internet Use

Students who use the Internet at school must be responsible in the choice of material they access.

Sites which will not be accessed at this school are those that:

- display erotic, pornographic or sexually suggestive material.
- display violent material.
- display pictures or script that promotes racist actions or thoughts.
- display or instruct people in the use of harmful materials (eg. Drugs, weapons, explosives, etc)
- allow students to download viruses or materials containing viruses.

Inappropriate use of the Internet will incur serious consequences:

- Parents will be contacted.
- Students will be denied access to the Internet for a period of up to six months.
- Students will be placed on a behaviour contract for that class.
- A repeat offence could lead to a suspension
- Students found deliberately putting viruses on school computers will be charged the costs incurred in cleaning the computers and will be suspended, with the possibility of exclusion depending on the seriousness of the offence.
- It is inappropriate to use any electronic device to up or download images of school personnel, students, facilities or activities to any electronic site that can be perceived as portraying the school, facilities, individuals or activities in a negative light.

7. Network of student support

A collaborative approach to behaviour support necessitates the involvement of school administrators, staff, students, parents, members of the wider community and personnel from other agencies.

Gundiah State School is fortunate to have a strong network of personnel (school and external) that provide support for students at the school including;

- | | |
|----------------------------|---|
| ✓Principal | ✓PBL Team |
| ✓Parents | ✓Teachers/Teacher Aides |
| ✓Behaviour Support Staff | ✓Guidance Officer (Regional and Senior) |
| ✓Advisory Visiting Teacher | |

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





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- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Centacare – Family and Relationship Services
- Police
- Local Council
- Neighbourhood Centre

If there are any concerns, parents should initially contact the school and talk to the Principal and staff to resolve all matters. If further support is required, the Principal will provide further information and contact details for appropriate agencies.

For more information about Positive Behaviour for Learning and behaviour related concerns like bullying, please refer to this website:

<http://behaviour.education.qld.gov.au>

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.

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

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

9. Related legislation

- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2006](#)
- [Criminal Code Act 1899](#)
- [Anti-Discrimination Act 1991](#)
- [Commission for Children and Young People and Child Guardian Act 2000](#)
- [Judicial Review Act 1991](#)
- [Workplace Health and Safety Act 2011](#)
- [Workplace Health and Safety Regulation 2011](#)
- [Right to Information Act 2009](#)
- [Information Privacy \(IP\) Act 2009](#)

10. Related policies and procedures





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- 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

Principal

P&C President

Date effective: from January 2017 to December 2018



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Appendix 1 (Sample Only)

rewards

10 stickers (one rule column complete) = 1 prize

20 stickers (two rule columns complete) = 1 prize

30 stickers (three rule columns complete) = 1 reward card

Be Safe		Be Respectful		Be Responsible	
Teacher Signature:		Teacher Signature:		Teacher Signature:	
Date:		Date:		Date:	



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Gundiah Go Getters

- ✓ Stickers can be awarded for the focus behaviour (but not the only reason to receive stickers)
- ✓ Students can be awarded stickers in all areas of the school (Classroom and playground)
- ✓ All teachers must award stickers no matter what they teach (PE, Music, LOTE, Science, ICT, English, Maths, History, and Geography)
- ✓ All teachers must explain to the student why they are getting their sticker
- ✓ Students must place their sticker under the correct school expectation
- ✓ Teachers must sign and date once they have witnessed students receiving a prize

Prizes are negotiated with students at the start of each semester/term.

This is an example.

- ✓ Students will receive a stationery reward after first 10 stickers
- ✓ Students will receive a toy reward after 20 stickers
- ✓ Students will receive a rewards card after 30 stickers
- ✓ Students will receive a certificate on parade after receiving 10 stickers in any column (Respect, Responsible, and Safe)





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Appendix 2 (Sample only)



FRONT VIEW

Dear _____

The staff at Gundiah State School have observed your child, _____

displaying this positive behaviour:

SAFE **RESPONSIBLE** **RESPECTFUL**

PLACE
STAMP
HERE

BACK VIEW



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Appendix 3 (Sample Only)

Responsible

Reflection Sheet



How do you feel?



Angry



Scared



Sad



Happy



Frustrated



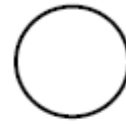
Anxious



Disappointed



Calm



What happened to make you feel like this?

What school rule did you break?

How will you behave next time?

Did you apologise?

☐

Yes

☐

No

Parent Signature: _____ Date: _____

Respect Safe



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Appendix 4 (Sample Only)



GUIDANCE & COUNSELLING SERVICES Referral – North Coast Region REQUEST FOR SUPPORT To GO (who can discuss any significant concerns with SGO)

Name:	DOB:	Year Level:	Gender:
School:	Teacher:	School Case Manager:	

Major Concerns:
Behaviour:
Academic:

What actions have you taken so far in the school; what is the level of the students essential skills:
 (Refer to sheet attached)

What were the outcomes of these actions?

Has the student previously seen any of the following? (Please ask parent to provide copies of reports)

Guidance Officer	Occupational Therapist	Speech Language Pathologist
Audiologist	Paediatrician	Physiotherapist
Optometrist	Psychologist/Psychiatrist	Department of Child Safety
Learning Support Teacher	Child & Youth Mental Health	Behaviour Management

PARENT/GUARDIAN PERMISSION

I give permission for my child to be referred to the Guidance Officer. This may involve interventions including counselling, and/or assessments (e.g. intellectual, achievements and other).

My child's class teacher has discussed the reasons for this referral. Yes ☐ No ☐

I agree to Guidance assessment information being released to school personnel Yes ☐ No ☐

I agree to the Guidance Report being released to health professionals, if required. Yes ☐ No ☐

Parent/Guardian Name: _____

Signature: _____ Date: _____

Address: _____ Ph:(Home) _____

(Work) _____

Teacher Checklist

I have discussed my concerns and the interventions that have occurred with the child's parent/guardian
 Ongoing discussions, Semester ... report card sent home, ILP Meeting .../.../..., Academic information sent home/.../....

I have referred this student's concerns to the Principal/Student Support Committee.

Teacher Signature: _____ Date: _____

Principal

Name: _____ Signature: _____ Date: _____

Guidance Officer

Name: Esmé Carl Date received: _____



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Appendix 5

Physical Restraint / Intervention Report

Initial Report Compiled by		Date and Time Report Completed	
Signed			
Details of Student			
Name		Class	Teacher
Details of Staff involved in Incident			
Name		Role	
Name		Role	
Name		Role	
Name		Role	
Reason for restraint: Emergency Response <input type="checkbox"/> OR Individual Student Plan <input type="checkbox"/> (Select One)			
To cease the physical assault of another student or staff member			<input type="checkbox"/>
To avert an immediate danger to him/herself or to others			<input type="checkbox"/>
To avoid serious property damage			<input type="checkbox"/>
Other (enter detail of the serious incident)			
Details of Incident			
Date		Time	Initial Location
Initial Staff involved			
Restraint Location			
Duration of Restraint			
Type of Restraint			
Student Removed to			
De-Escalation Strategies used prior to Restraint			
Distracti on	Change of face, place, activity	Offer choices	Cool down time, place
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical condition of Student before Restraint			
Physical condition of Student after Restraint			



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Details of any Injury					
Injury to Student	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Incident Report Completed	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Details of Injury					
Injury to Staff Name:	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Incident Report completed	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Details of Injury					
Details of Damage					
Details of Trauma					
Notifying Procedures					
Incident Reported to					
Parent / Carer contacted					
Name		Time and Date			
Student/s: Post Incident Discussion / Debrief					
Location		Time and Date			
Present					
Details					
Other Forms Completed					
OneSchool					



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Follow Up Report – to be completed by Form Recipient (Admin/Delegate)

Follow-up Call					
Made by:				Made to:	
Post Investigation					
Necessary <input type="checkbox"/> Not <input type="checkbox"/>		Completed by:		Recorded in:	
Review of individual behaviour management plan (to reduce need for use of restrictive practices)					
Necessary <input type="checkbox"/> Not <input type="checkbox"/>		Completed by:		Recorded in:	
Review of classroom/school management practices (emergency use of restrictive practices)					
Necessary <input type="checkbox"/> Not <input type="checkbox"/>		Completed by:		Recorded in:	
Damage Repair					
Necessary <input type="checkbox"/> Not <input type="checkbox"/>		Organised by:			
Entered on MYHR / WHS					
Necessary <input type="checkbox"/> Not <input type="checkbox"/>		Completed by:			
Entered on OneSchool					
Necessary <input type="checkbox"/> Not <input type="checkbox"/>		Completed by:			
As Contact		Completed by:		One Student Profile of	
As single student incident:		Completed by:		One Student Profile of	
As multiple student incident:		Completed by:		One Student Profile of	
Other Forms completed					
Debrief Report <input type="checkbox"/>		Physical restraint / Intervention record <input type="checkbox"/>		Individual Plan including Physical Restraint <input type="checkbox"/>	
Signed:					



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Appendix 6 Debriefing Report

Formal 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; and/or
- address organisational problems and make appropriate changes.

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

Debriefing should provide information on:

- who was involved;
- what happened;
- where it happened;
- why it happened; and
- what we learned.

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

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

Questions for staff

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

Questions for student

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

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).



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Appendix 7

Working together to keep **Gundiah State School** safe- possession/use of knives at school

We can work together to keep knives out of school.

At **Gundiah State School:**

- Every student has the right to feel safe and be safe at school.
- There is no reason for a student to have a knife at school.
- No knives are allowed to be taken to school by students
- It is against the law for a student to have a knife at school.
- A student that has a knife at school can receive very serious consequences.

What kinds of knife are banned?

- You are not allowed to have type of knife at school including:
- Flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives
- Any item that can be used as a weapon eg a chisel

If you need a knife or tools for school subjects, school staff will provide them and supervise their use.

What will happen if I bring a knife to school?

- If you have a knife at school, the Principal may call the police.
- Police can search you and your property at school if they think you have a knife.
- If you have a knife at school you may be disciplined eg an immediate period of suspension, recommendation for exclusion
- You may be charged with a criminal offence and face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers can be searched if the Principal suspects you have a knife on or in school property.
- If the Principal thinks you have a knife in your bag, the bag can be confiscated until the police arrive.
- If you have a knife at school, it can be confiscated by the Principal and given to the police.
- You may face serious disciplinary consequences if you bring a knife to school.

How can I help to keep **Gundiah State School safe?**

- Make sure you know the rules and laws about knives.
- Ask your parents not to put knives or knife tools into your lunchbox, pencil case or craft kit.
- Contact your teacher if you are being threatened or bullied at school.
- Immediately tell a teacher or adult if you think someone has a knife at school, or if they say they will bring a knife to school
- Immediately tell a teacher if a student is threatening anyone with an object that could injure them.

How can parents help to keep **Gundiah 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 or Deputy Principal.

Referenced at

http://education.qld.gov.au/studentservices/behaviour/gsaav/docs/working_together_toolkit.pdf