

The Code of
**School
Behaviour**

Better Behaviour
Better Learning



"Seek and Find"

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



The Code of School Behaviour

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1. Purpose

Railway Estate 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.

Students and adults are expected to make sound choices and take responsibility for their own behaviour.

2. Consultation and data review

Railway Estate State School developed this plan in collaboration with our school community. A task force of teachers and Principal worked on the plan at the school level. The Responsible Behaviour Plan was outlined in detail at our P&C meetings. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director and will be reviewed as required in legislation.

3. Learning and behaviour statement

All areas of Railway Estate 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 Railway Estate 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.

We aim to foster an environment where students demonstrate initiative become self-disciplined, responsible and well-informed social individuals.

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

• Universal behaviour support

All members of Railway Estate State School are expected to conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.

Rights and Responsibilities of Community Members:

Students have the right to:

- learn in a safe, supportive, clean environment;
- be treated with dignity and respect; and
- be given 'a fair go' and the freedom to experience a wide and varied range of educational opportunities.

Students are responsible for:

- respecting self and others;
- participating in all educational programs to the best of their abilities;
- their own behaviour and acceptance of consequences; and
- co- operating with all community personnel.

Parents/carers have the right to:

- know their child is receiving quality education in a safe and supportive environment;
- fair and natural justice for their child; and
- request and obtain information regarding their child's schooling, behaviour, progress and achievements.

Parent/carers are responsible for:

- supporting Railway Estate State School staff in maintaining a safe, supportive and clean school environment;
- co-operating with staff to achieve the best outcomes for their child; and
- establishing open communication and working relationships with staff regarding their child's learning, wellbeing and behaviour.

Railway Estate State School Staff have the right to:

- work in a safe, supportive and clean school environment;
- fair and natural justice;
- be treated as professionals; and
- perform expected duties without undue interruptions.

Railway Estate State School Staff are responsible for:

- providing a safe, supportive and clean school environment;
- co-operating with students, parents/carers and staff to achieve the best outcomes for students;
- providing quality educational programs for all students;
- maintaining open communication and working relationships with students, parents/carers and staff to maximise the learning, wellbeing and behaviour of students; and
- continuing to participate in training and development.



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Dress Code

To maintain a high standard of pride, to assist students to feel part of the community and for safety students will be expected to comply with a dress code. This includes:

- clean and tidy uniform / hair;
- socks and appropriate enclosed shoes;
- wearing only permitted jewellery including sleepers, studs, watch, religious / medical necklace. Ear piercing is the only permitted piercing and must not be excessive (maximum of two piercing); and
- wide brimmed hat or sun smart bucket hat.

Code of Behaviour Outside School Hours

The school community expects that students will continue to act in an appropriate and responsible manner. In the event of this policy being contravened appropriate consequences will be negotiated based on the incident. Examples of this could include cyber bullying or misbehaviour whilst travelling to or from school.

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.



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RAILWAY ESTATE BEHAVIOUR EXPECTATIONS MATRIX

All Settings	Be Responsible	Be Respectful	Be Safe	Be Determined
	<ul style="list-style-type: none"> I keep my hands and feet to myself. I look after everything in the school. I tell an adult when there is a problem. I tell the truth. I ask when I need something. I follow instructions and directions. I encourage others in a positive and meaningful way and refrain from sledging or teasing. 	<ul style="list-style-type: none"> I use the right words in the right place. I am polite and use my manners. I speak calmly. I ask when I need something. I am tolerant of everyone around me. I care for myself, others and the school. I encourage others in a positive and meaningful way and refrain from sledging or teasing. 	<ul style="list-style-type: none"> I follow instructions and directions. I play safely. I show others how to be safe by my actions. I tell an adult when I see others being unsafe. I look after my school mates. I look after myself inside and out. I ask when I need something. I encourage others in a positive and meaningful way and refrain from sledging or teasing. 	<ul style="list-style-type: none"> I wear clothes the right way. I have a go. I am on time. I learn from my mistakes I am responsible for my own actions. I encourage others in a positive and meaningful way and refrain from sledging or teasing. I always do my best.
Bus	<ul style="list-style-type: none"> I follow instructions and directions. 	<ul style="list-style-type: none"> I make sure the younger students are okay. I am polite and courteous to the driver. 	<ul style="list-style-type: none"> I wait in the designated area. I stay in my seat with my body out of the aisle. 	<ul style="list-style-type: none"> I politely and calmly remind others of the bus rules.
Administration Office	<ul style="list-style-type: none"> I sit quietly in a chair and wait for my turn. I speak politely to everybody. 	<ul style="list-style-type: none"> I ask an adult in a quiet voice if I can see someone. 	<ul style="list-style-type: none"> I do what I am asked to do the first time. 	<ul style="list-style-type: none"> I am responsible for returning any forms that are sent home
Classroom	<ul style="list-style-type: none"> I use things in the right way and at the right time. I am polite and use my manners. I keep my classroom clean. 	<ul style="list-style-type: none"> I use an inside voice. I quietly knock and wait patiently. I work with everyone in the classroom. I am patient and 	<ul style="list-style-type: none"> I ask permission to leave the class. I tell an adult when I see unsafe play. 	<ul style="list-style-type: none"> I am always ready to learn. I ask for help when I need it. I listen, I try, I ask an adult. I respond to feedback.



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		<ul style="list-style-type: none"> wait my turn. I put my hand up and wait. 		
Playground, Oval and HPE	<ul style="list-style-type: none"> I put rubbish in the bin. I put things back in the right place. 	<ul style="list-style-type: none"> I share and take turns. I include others in my play. I listen to / for instructions and directions. 	<ul style="list-style-type: none"> I play where I can be seen by a teacher on duty. I use all equipment for its intended purpose. I participate in school approved games only. 	<ul style="list-style-type: none"> I follow the playground rules. I am prepared to learn new games and activities.
Walkways and Verandah	<ul style="list-style-type: none"> I let others learn. 	<ul style="list-style-type: none"> I move quietly around my school. I move in a timely and controlled fashion. 	<ul style="list-style-type: none"> I walk around the school. I stay seated during eating time. I keep to the left. 	<ul style="list-style-type: none"> I move in a timely and controlled fashion from one place to the next.

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

- displaying the matrix in classrooms and learning areas
- 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



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

- The RESS Six Pillars of Character: this is a framework for teaching good character and is composed of six ethical values (characteristics) everyone can agree upon: Trustworthiness; Respect; Responsibility; Fairness; Caring; and Citizenship. Each of the six character traits are used within our school to help instill a positive learning environment for students and a “culture of kindness” making our school a safe environment for students to learn
- Comprehensive induction programs in the **Railway Estate State School** Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff;
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings. The effectiveness of these profiles is enhanced when they are shared with other staff;
- A dedicated section of the school newsletter – Citizens of the Week enabling parents to be actively and positively involved in school behaviour expectations;
- Public recognition and celebration at Awards Night for Year 6 students;
- Professional development and training for staff; and
- Reinforcement 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).

Examples of Positive Behaviour Awards

- Playground and classroom GOTCHA slips
- Bronze, Silver and Gold level GOTCHA certificates
- Railway Rewards Day every term
- Citizens of the Week;
- Achievement awards (Certificates, class awards);
- Peer Support leaders discussing activities;
- Special awards – e.g helping others;
- Principal Awards;
- Attendance Awards;
- Sharing of positive behaviours between colleagues; and
- Gohobi – celebration of privilege time for positive student behaviours and attitudes

Regular class recognition:

- Verbal praise;
- Positive feedback;
- Certificates;
- Class privileges;
- Free time;
- Computer time;
- Class messenger;
- Class leader for lining up;



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- Teacher's helper for week;
- Acknowledging children showing values;
- Special days;
- Class meetings to promote positives in room;

Reinforcing expected school behaviour

At Railway Estate 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.

Responding to unacceptable behaviour

It is our belief that a consistent approach in the classroom and in the playground is essential to provide quality learning and play environments. Children have the right to learn and play in safe environments and as a whole school we have a set of guidelines and strategies that we follow when dealing with behaviours in the classroom and the playground. It clearly defines the steps of action for school staff to follow.

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

We do understand that children will make wrong choices with behaviour from time to time. When these choices become apparent we implement a series of steps as a warning to improve the behaviour and to assist students to take responsibility for that improvement.

Within each classroom and the playground environment staff implement the following procedures:

Classroom procedures

1. Stop and think. Ask yourself these questions:
 - What am I choosing to do?
 - What should I be doing?
 - What am I going to do now?
2. Rule Reminder
 - I have been reminded of the rule I am breaking.
 - I will make a choice about my behaviour.

At Railway Estate State School I must follow the rules of:

 - Being Safe
 - Being Responsible
 - Being Respectful
3. Redirection and Choice
 - I have been given a warning.
 - My name is recorded on the behaviour chart/board.
 - I have been told clearly what I should be doing and I understand.
 - I have been given the choice to do the right thing.



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4. Time out in classroom
I have chosen to sit in the thinking chair and think about my choices. I must:
 - reflect on my behaviour choices for 10 minutes by thinking about the school reflection questions
 - plan to discuss the consequences for my behaviour
 - think about my next choice of behaviour
 - rejoin the class when the teacher invites me to.
5. Time Out in Buddy Class
I have chosen to:
 - continue my inappropriate behaviour
 - go to the buddy class to keep thinking about my behaviour choices
 - catch up on work I have missed during my lunchtime
 - let the teacher record my behaviour choices on OneSchool
 - let the teacher inform my parents
 - let the teacher inform the Principal.
6. I have intentionally chosen to:
 - a) continue my inappropriate behaviour
 - b) hurt someone
 - c) use inappropriate school language
 - d) repetitively break Railway Estate State School rules.

Therefore, I have chosen to be removed from my classroom and go to the office to discuss my behaviour and the consequences with the school principal and my parents.

Playground Procedures

- Step 1:
Warning (verbal) that behaviour unacceptable and rule reminder.
- Step 2:
Period of sit out or walk with the duty teacher or restitution, e.g. picking up litter
- Step 3:
Continuation of unacceptable behaviour – Time Out referral completed and provided to administration.
- Step 4:
Principal or delegate will usually see the student and discuss actions, depending on the incident details. The principal or delegate will decide on the consequence for the behaviour. E.g. 'Time-out' sessions, apology, or suspension.
During 'time out' a plan is written about the action and how this will be improved in the future. A form is sent home informing parents.

NB* if students' actions are considered major physical aggression, behaviour dangerous to themselves or others steps can be fast tracked, principal contacted and / or parents contacted.

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.



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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. One useful strategy is to ask the student to reflect on the impact of their actions on others and other choices they could have made to avoid similar outcomes.

• Targeted behaviour support

Railway Estate State School has strategies that facilitate acceptable standards of behaviour (Citizen of the Week awards, stickers, certificates etc) and provides educational support or intervention in responding to unacceptable or potentially unacceptable behaviour (Behaviour plans, supervised play, suspensions, modified day, in-school time out, contact with parents, student contracts based on school enrolment agreement, re-entry agreement, etc).

Each year a small number of students at Railway Estate State School are identified through our data as needing extra behavioural support. The problem behaviours of these students may escalate reducing students' learning and social success if not addressed in a timely manner. At this point, the teacher in consultation with the principal, formulates an Student Support Plan. The plan is discussed with parents.

• Intensive behaviour support

As a pre-requisite for Intensive Behaviour Support, parents must be readily contactable and available to support plans.

Railway Estate State School will endeavour to support students with challenging behaviours. We have a Special Needs Committee whose role is to:

- work with other staff members to develop appropriate behaviour support strategies;
- monitor the impact of support for individual students through continuous data collection;
- assist in the formulation of Student Support Plans;
- support the class teacher in their role as the Student Support Plan case manager;
- makes adjustments as required for the student; and
- involve parents in accessing and providing ongoing support for their child.

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.



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

Basic defusing strategies

Avoid escalating the problem behaviour

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

Maintain calmness, respect and detachment

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

Approach the student in a non-threatening manner

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

Follow through

(If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).

Debrief

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

Physical Restraint

Railway Estate State School Staff will:

- keep the student in any time out area under supervision at all times
- ensure the student is safe
- give the student opportunity to rejoin class (if in class) in intervals of no more than 10 minutes
- provide the student with opportunities to complete assignments or assessments to fulfil educational requirements
- if applying time out as a management technique, ensure that it is consistent with
 - developmental stage of the student
 - any special needs that the student may have



- should use of time out with a particular student become increasingly frequent or regular, develop more comprehensive strategy to support student's full participation in the educational program.

Physical Restraint - Immediate or Emergency Response

Principal and School Staff:

- give clear verbal instruction before physical intervention is 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 incident
 - student's physical condition before and after physical restraint
 - counselling provided to the student following the period of physical restraint
 - planned future action to prevent further incidences of the behaviour
- prepare an [incident report](http://education.qld.gov.au/health/safety/managing/accidents.html)(
<http://education.qld.gov.au/health/safety/managing/accidents.html>)
- provide debriefing for the student and any other students after a suitable interval of time has elapsed
- hold a debriefing meeting with the relevant staff members
- develop an individual plan if physical restraint is necessary as an ongoing strategy.

Physical Restraint – Planned Response including Prevention of Self-Harming Behaviours (individual plan)

When physical restraint is used as part of a student's individual plan:

Principal:

- provide [physical restraint training](http://ppr.det.qld.gov.au/education/learning/Procedure%20Attachments/Safe,%20Supportive%20and%20Disciplined%20School%20Environment/training.DOCX)(
<http://ppr.det.qld.gov.au/education/learning/Procedure%20Attachments/Safe,%20Supportive%20and%20Disciplined%20School%20Environment/training.DOCX>) for staff when individual plans involve physical restraint
- document any staff training and professional development
- include physical restraint processes in the school's [Responsible Behaviour Plan for Students](http://education.qld.gov.au/publication/production/reports/docs/plan_for_students)(
http://education.qld.gov.au/publication/production/reports/docs/plan_for_students



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dents.doc) in locations where individual plans may involve physical restraint

- approve individual plans and provide copy of plan to principal's supervisor or delegate.

Principal and School Staff:

- develop the student individual plan by
 - including strategies to reduce the frequency and severity of inappropriate behaviours and increase socially appropriate and positive behaviours
 - not using physical restraint process in isolation
 - developing procedures with support personnel, parents and relevant staff including medical practitioner or other appropriate professional personnel where applicable
 - identifying strategies to reduce and eliminate the need for physical restraint
- in preventing self-harming behaviours
 - consider whether safety can be restored in another practicable way such as removing potentially harmful objects
 - employ a range of responses including increased monitoring and support within the classroom and/or referral to appropriately trained staff
 - use postural, or movement limiting, and/or protective devices at times when there is a high risk of injury
- complete documentation according to [Student Protection](http://ppr.det.qld.gov.au/education/community/Pages/Student-Protection.aspx)(
<http://ppr.det.qld.gov.au/education/community/Pages/Student-Protection.aspx>)
- employ responses to support student and to support any other student or staff who may be affected by witnessing an incident of self-harm
- establish a regular review process to monitor effectiveness of strategies and procedures, including advice from the medical practitioner or other appropriate professional personnel where applicable.

6. Consequences for unacceptable behaviour

Railway Estate 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.

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:



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

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/ Buddy Classroom (time away), individual meeting with the student, apology, restitution or detention for work completion;
- a re-direction procedure. The staff member takes the student aside and:
 1. names the behaviour that 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.

Major behaviours are those that:

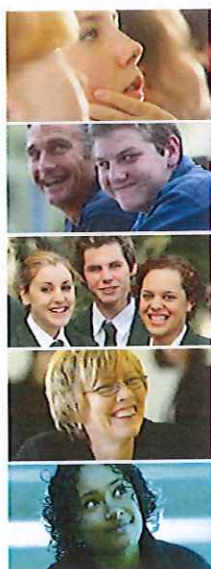
- significantly violate the rights of others;
- put others / self at risk of harm;
- require the involvement of school Administration; and
- continued minor behaviour indiscretions.

Major behaviours result in an immediate referral to Administration 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 records the behaviour on OneSchool and refers it to the Principal, who will then call for the student to come to the office to discuss the behaviour and consequences.

Major problem behaviours may result in the following consequences:

- Time in office, time-out at lunchtime, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence
AND/OR
- Parent contact, referral to Guidance Officer and/or behaviour support teacher, suspension from school
- 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.

Common sense, logical and natural consequences are applied as a matter of course.



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

Behaviour	Definition	Minor example	Major example
Defiant / Dress Code	Refusing to obey something or someone. Not adhering to the school dress code.	Talking back first time. Out of seat. Minor safety concerns such as leaning back in chair. Poor body language towards another. For example; shrugging of shoulders. Wrong shorts or shirt.	Not following school or classroom rules, directions, procedures. Refusal to do what is asked. Walking away when being spoken to. False nails, makeup, inappropriate clothing.
Threat/s to adults	Intentional, threatening and intimidating behaviours which are directed towards any adult, including the suggestion of threats.	Back-chatting.	Intentional threat or suggestion of a threat directed towards any adult. Attempting to intimidate (causing fear). Ongoing and persistent verbal abuse (back chatting).
Non-compliant with routine	Refusal to follow class routines. Refusal to participate in class/ school rules/ procedure/ practice.	Refusal to follow instructions. Time wasting (excessive toilet requests). Lack of punctuality after breaks. Work avoidance (visiting bin, calling out, sharpening pencils etc). Attention seeking.	Refusing to follow any instructions Intentionally. Unsafe behaviours and actions. Rarely focusses on task. Irresponsibility (eg leaving school grounds).
Bullying/ harassment	Repeated inappropriate physical, verbal and emotional behaviour towards another student/s.	Disrespectful messages including teasing and put downs (Eg. 'You are hopeless,' 'You're stupid.'	Repeated disrespectful messages (verbal, cyber, written or gestural) including comments based on ability, race, religion, gender and/or national origin. Touching inappropriately (e.g. touching or pulling underwear) Racial slurs Cyber bullying
Substance misconduct involving illicit substance Possess prohibited items.	Possession, use or distribution of any illegal substance (alcohol and recreational drugs).	Having active knowledge but not informing teachers/admin Being present with/near those involved	Possession or use of an illicit substance at school. Sharing and distribution of drugs/alcohol. Consumption of drugs/ alcohol Arriving at school under the influence.
Substance misconduct involving tobacco and other legal substances Prohibited substances.	Students using, trafficking, or in possession of tobacco or other legal substances.	Intention to bring or talking about cigarettes e.g. "I'm going to bring cigarettes to school" or "can you bring some cigarettes to school for me?" Possession of Panadol or other over the counter medications, without teacher/admin knowledge .	Smoking on school premises. Bringing cigarettes or alcohol to school. Bringing another person's medication to school. Using another students asthma puffer or Epi Pen. Sharing personal medication with others. Taking medication not intended for yourself.



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		Bringing energy drinks to school. Taking another child's Epi Pen bag/ opening the bag (but not actually using it).	
Verbal misconduct	Using words/ comments that are abusive, profane or inappropriate and offensive towards others (including sign language). Lying. Calling out Making noises	Negative statements e.g. "shut up". Name calling e.g. "stupid", "idiot" Swearing at no one in particular. Verbal <u>slanging</u> ??? 'He said/ she said.' Lying about social conflicts with peers at breaks. To prevent themselves or friends from getting into trouble by lying. Exaggerating stories in an attempt to get others in trouble or gain unwarranted attention gossip and rumour starting. Accidental swearing.	Intentional and directed at others e.g swear words, threats, racism, derogatory comments. Lying about a serious incident (e.g. leaving school grounds). Signing notes or sending messages, emails, documents as 'a parent'. Sending messages, emails, documents with inappropriate language content. Repeated minor incidents. Knowingly making false accusations that have extreme consequences.
Refusal to participate in program of instruction / Disruptive / Cheating	Refusal to follow instructions, attempt to complete set tasks. Not adhering to the assessment procedures.	Delayed start, required an individualised instruction. Requiring repeated instruction to join the learning area. Copying off the person next to you.	Absconding from the learning area. Disrupting the lesson delivery through displaying persistent problem behaviours. Repeatedly/ for extended period of time refusing set task. Destroying theirs or others work. Plagiarism.
Property misconduct	Damage to or misuse of private or school property	Accidental; Scratching rocks on multipurpose courts. Misuse of sports equipment. Rocking on chairs. Writing on library books or bending pages. Standing on furniture. Eating pencils or other stationery. Breaking others equipment. Drawing in another's book. Dropping equipment. Purposefully cutting own rubbers, breaking pencils etc.	Intentional vandalism. Misuse of bathrooms. Breaking technology. Throwing objects at teachers cars. Sticks in bubblers or drains. Breaking doors or furniture. Breaking into classrooms. Misuse of any school equipment e.g. scratching tables with scissors, pens, pencils. Misuse of sports equipment that results in injury. Playing on playground equipment after or before school.
Threat/s to others or Physical Misconduct.	The act of threatening is having the intention to inflict pain, injury or damage to another person or property. This can be in the form of verbal,	Any of the below if continually repeated is classed as major: Verbal threats e.g. "If you don't do it, I'll tell on you" Verbal reaction to a	Verbal threat directed to others e.g. "As soon as the bell goes I'm going to smash your face in" "If you don't give me your money, I'll break your arm" "Give me a sip of your drink or I'll



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	physical or cyber actions.	situation e.g. "Move out of my space or I'll move you!" Non-verbal threats (intimidation with body language). Written threats with minor or low level content (not physical or sexual) including diagrams.	spit in it" Unprovoked verbal or cyber attack. Intimidation. Written threats with major or high level content (physical and sexual) including diagrams.
	Use of body parts to injure/hurt/damage self and/ or others.	Non intentional behaviours including: Poking, tapping, annoying touching. Unintentional contact. Accidental injury as part of a game. Not malicious or planned.	Intentional behaviours including: Hitting, kicking, punching, pushing, headlocks, hair pulling, pinching, biting students or adults. Leaving red marks on another. Intentionally urinating on someone. When First aid is required. Unprovoked attack.
			Tackling during a game during play times or interschool sport Touching of a sexual nature.
IT Misconduct	Intended, inappropriate deliberate use of IT equipment to cause damage to equipment and others.	Unintentionally accessing inappropriate sites Interfering with others work space/ equipment 'Accidental' damage to ICT equipment eg. walking with ipad and dropping it Rare occurrence of 'forgetting' to hand in phone at office Using someone else's log in	Cyber bullying Using another person's log in to do something inappropriate Accessing sites that are not appropriate deliberately and repeatedly Causing repeated damage/ serious damage to school IT Repeated offenses Taking photos of teachers or students Mobile phones at sport events or excursions Attempt to contact staff on social media Using electronics to inappropriately communicate with another Tampering with electronics e.g. changing settings
Late/Tuant/ Skip Class	Not in the appropriate place. Taking too long on jobs. Getting back late from breaks or when out of class (such as toilet). Not in the designated area at the correct time.	Over ten minutes late to class Continually late to class after breaks. Wasting time when given permission to go outside Out of class activities e.g being at the incorrect sports event. Not going to eating area punctually. Within five minutes of the bell. Rare occurrence. Acknowledges lateness and provides valid reason/apology.	Leaving the school grounds during school hours Walking out of class without permission and not returning Intentionally avoiding class eg. hiding Not going to class after being dropped off or after a break Wagging class/ skipping school Consistent tardiness More than three times in one week or a pattern has emerged Hiding from school staff Repeatedly not following instructions to return to class
Misconduct	Using an object to	Using equipment not for	Hitting another person



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involving object	damage or harm property/ person.	its intended purpose which may cause harm e.g paper planes, using a plastic bottle as a football etc. Cutting or stabbing other students' food items.	intentionally with object Cutting clothing or body part Violating ICT code of conduct Throwing gumnuts or other objects at another person Intentional damage to property/ school furniture e.g. using scissors or pencils to scratch and draw on desks/chairs Accidentally hurting someone with an object after already being told to stop
Other conduct prejudicial to the good order and management of school			

Confiscation of student property

Student property that is inappropriate for school will be confiscated by the teacher or principal. Property will be returned once contact has been made with the student's parents.

Suspension

This is implemented in line with the Education Queensland policy *Safe, Supportive and Disciplined School Environment*. Suspensions are an exclusion from the school premises for a brief period of time only. School work will be provided upon request for students suspended for one to six days. Access to a program of instruction will be provided for all students suspended from the school for a period longer than twenty days. This is to support continuation of their education. Parents will be contacted re suspensions as per *Education (General Provisions) Act EGPA 2006 Section 285*. Student Disciplinary Absences (SDA) will only be used after all other responses with due consideration for the welfare and safety of other students and staff.

Recommendation for Exclusion

The focus at Railway Estate State School is on proactive and whole school intervention programs. However, it does recognise that certain types of behaviour are unacceptable and responses can include the most stringent step of exclusion. This consequence is only used after consideration has been given to all other responses and the unique circumstances of the situation have been considered. A student may be suspended with a proposal/recommendation to exclude as per the grounds outlined for suspension, but the student's disobedience, misconduct or any other conduct must be so serious that suspension of the student is inadequate to deal with the behaviour. Additionally, a student may be suspended with a proposal/recommendation to exclude for the student's contravention of a Behaviour Improvement Condition (BIC). Recommendation for Exclusion is implemented in line with the Education Queensland policy *Safe, Supportive and Disciplined School Environment*.

7. Network of student support

Students at **Railway Estate 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 Management Teacher;
 - Guidance Officer;
 - Advisory Visiting Teachers;
 - Positive Learning Centre staff; and
 - Senior Guidance Officer

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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; and
- Neighbourhood Centre.

The needs of students who require more targeted or intensive support will be considered by the Principal, the child's teacher, parents and would most likely involve support personnel such as Guidance Officers and behaviour management teachers.

Government agencies such as the local Child Youth Mental Health Service, Department of Communities, Department of Child Safety, Queensland Health Services and Juvenile Aid Bureau also work closely with the school to provide support when necessary.

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.

Railway Estate 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; and
- 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.

Consequences for breaking the rules or breaching the school's Responsible Behaviour Plan for Students vary according to a number of factors which may include:

- age of the child;
- previous behaviour record;
- severity of the incident;
- amount of reliable evidence;
- degree of provocation;
- intent of the action; and
- honesty and perceived level of genuine remorse.

9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005



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- 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
- Strengthening Discipline in State Schools Amendment Bill 2013
- 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

- 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 Education Institutions
- Acceptable Use of 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
- The Code of School Behaviour
- Statement of Expectations for a Disciplined School Environment
- Accidents, Incidents and Incident Investigations
- Code of Conduct for the Queensland Public Service
- Department of Education, Training and Employment Standard of Practice
- Health, Safety and Wellbeing Policy Statement
- Managing Risks in School Curriculum Activities
- Working with Children Check- Blue Cards.

11. Some related resources

Bullying, No Way!

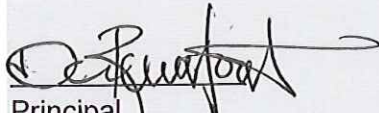
<http://bullyingnoway.gov.au/>

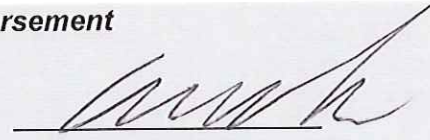
Code of Conduct for Students Travelling on Buses



[http://www.tmr.qld.gov.au/~media/Travelandtransport/School%20transport/Code%20of%20conduct/Pdf code of conduct jan 2006.pdf](http://www.tmr.qld.gov.au/~media/Travelandtransport/School%20transport/Code%20of%20conduct/Pdf%20code%20of%20conduct%20jan%202006.pdf)

Endorsement


Principal


P&C President

Date effective: from February 2018 to February 2020.

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Appendix 1

The Use of Personal Technology Devices* at School

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Certain Personal Technology Devices Banned From School

Students should not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in serious consequences.

Mobile phones are to be handed in to the office before school and collected after school.

Confiscation

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

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

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

Personal Technology Device Etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them.

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 **Railway Estate 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 on the school site.

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

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



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ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying¹ or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to QPS.

Text communication

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school should ensure they keep the message as evidence and bring the matter to the attention of the school office.

Assumption of cheating

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

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

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

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

Special Circumstances Arrangement

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

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



** Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.*

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Appendix 2

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

Purpose

1. **Railway Estate State School** strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
 - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
 - raising achievement and attendance
 - promoting equality and diversity and
 - Ensuring the safety and well-being of all members of the school community.
2. There is no place for bullying in **Railway Estate State School**. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.
3. Bullying behaviours that will not be tolerated at **Railway Estate 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 **Railway Estate 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



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school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

7. The anti-bullying procedures at **Railway Estate 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. Therefore, our school wide universal behaviour support practices will be maintained at all times. This will ensure that:
 - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
 - All students know the 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 nonclassroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
 - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the nonclassroom areas of the school
 - A high level of quality active supervision is a permanent staff routine in the nonclassroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the nonclassroom areas.
9. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a school wide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.
10. An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.
11. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.
12. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at **Railway Estate State School** takes care to combine



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knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

13. **Railway Estate 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.



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Appendix 3

Incident Report

Name:

Date:

Person Completing Form:

Name PROBLEM BEHAVIOUR

Date of incident

Time incident started

Time incident ended

Where was the student when the incident occurred?

Who was working with the student when the incident occurred?

Where was staff when the incident occurred?

Who was next to the student when the incident occurred?

Who else was in the immediate area when the incident occurred?

What was the general atmosphere like at the time of the incident?

What was the student doing at the time of the incident?

What occurred **immediately** before the incident? Describe the activity, task, event.

Describe what the student did during the incident.

Describe the level of severity of the incident. (e.g. damage, injury to self/others)

Describe who or what the incident was directed at.

What action was taken to de-escalate or re-direct the problem?

Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing).



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Appendix 4

Debriefing Report

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 it that 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 be modified to accommodate their specific receptive and expressive needs.