



The Code of
**School
 Behaviour**
 Better Behaviour
 Better Learning

LONGREACH STATE SCHOOL



2016-2018

Responsible Behaviour Plan for Students *Based on the Code of School Behaviour*

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Rationale

Longreach State School is committed to provisions that ensure that all our students have a right to and receive a quality education.

Essential to effective learning is a safe, supportive and disciplined environment that respects and values:

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

Our **Responsible Behaviour Plan for Students** aims to promote and acknowledge the **Rights and Responsibilities** that all members of our School Community work together to promote positive behaviour and maximise learning outcomes for all students through an innovative, creative and inclusive curriculum.

It reflects our school improvement agenda to work in partnership with our students, caregivers and our wider school community to affirm that **learning** is the central function of our school and our core business

School beliefs about behaviour and learning

Longreach State School community believes in a whole school approach to behaviour management which addresses the rights and responsibilities of all. We aim to provide the best possible climate for teaching, learning and playing in an environment where students can feel safe, happy and supported.

Our beliefs are:

- Good behaviour is an essential pre-requisite for student academic achievement.
- All students, staff and school community members are individuals and are to be valued and treated with respect.
- All individuals have rights and responsibilities with regard to their behaviour and learning.
- All students can behave appropriately.
- Positive relationships create a safe, harmonious and co-operative environment.
- Behaviour Management is the responsibility of the whole school community.
- Our School Responsible Behaviour Plan practices are meaningful, fair and consistent.



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Rights, Responsibilities and Rules

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

At Longreach State School everyone has **Rights, Responsibilities and Rules**

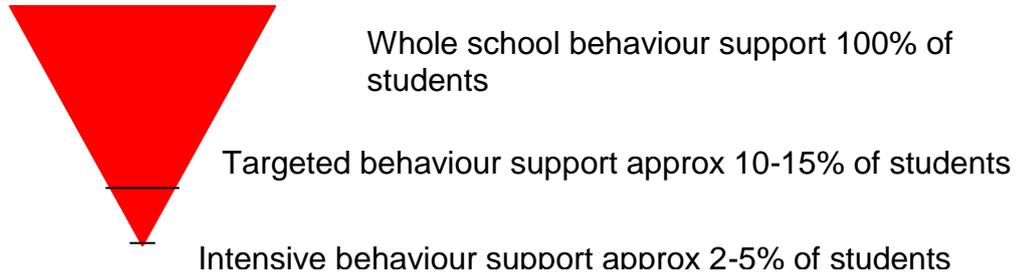
	Have the right to:	Have the responsibility to:	Our Rules are :
Students	<ul style="list-style-type: none"> Respect, courtesy and honesty Feel safe and secure at school Learn in a purposeful, non disruptive and supportive environment Work and play in a friendly and clean environment 	<ul style="list-style-type: none"> Show courtesy and respect toward members of the school community Behave in a way that protects the health, safety and wellbeing of others Ensure that their behaviour is not disruptive to the learning of others Ensure that the school environment is kept neat and tidy Ensure that they are punctual, polite, prepared and display a positive manner 	<p>Strive to Learn</p> <p>Always be Safe</p> <p>Be on Time and Ready</p> <p>Care for Property</p> <p>Respect yourself and others</p>
Parents	<ul style="list-style-type: none"> Respectful, courteous and honest communication about the social, emotional, behavioural and academic development of their child/ren Be informed of curriculum material, behaviour management procedures and decisions affecting their child's/children's health, safety and welfare Expect a meaningful and appropriate education for their child /ren 	<ul style="list-style-type: none"> Communicate with school staff in a courteous and open manner to achieve the best outcomes for their child Support and show an active interest in the academic, physical social and emotional development of their child/ren Ensure that their child/ren is provided with appropriate materials to make effective use of the learning environment 	
Staff	<ul style="list-style-type: none"> Respect, courtesy and honesty from the school community Teach in a purposeful, non-disruptive safe and supportive environment Co-operation and support from parents Work in a friendly, safe and clean environment 	<ul style="list-style-type: none"> Model respectful, courteous and honest behaviour Implement student management strategies that enable students to learn to take responsibility for their own behaviour Create safe learning environments that are based on mutual trust and respect and that provide social support for student achievement Report student progress, behaviour and social/emotional development to parents in an ongoing open way Establish and facilitate positive relationships with students, parents and staff Ensure that the school environment is kept neat, tidy and secure Ensure that they are punctual, polite, prepared and display a positive manner 	



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

Whole-school, targeted and intensive behaviour support



CLASSROOM ROUTINES

Teach routines, rules, positive behaviours, modelling appropriate behaviours, enforce fair rules, encourage and support:

- Workable procedure for entering and exiting a room
- 1st 3 minutes. Establish attention, initiation and sustaining group attention.
- Management strategies - Microskills
 - Signals (non-verbal)
 - Cues, scanning-being aware of what's going on
 - Classroom organization-seating, spaces, working areas, accommodating individual needs
 - Tactical
 - Pausing and Ignoring, (Avoid raising voice)
 - Positively rewarding (intrinsic and extrinsic)
 - Keep directions and reminders brief
 - Take up time (Reinforce appropriate behaviour and allow time for children to comprehend - don't get into an argument)
 - Positional placing (teacher placement indicates they require attention)
 - Proximity (eye level with students)
 - Tone and level of voice
- Clarify and revisit rules, routines, expectations, responsibilities and rights
- Noise (silent, normal and whispering), settling time, how to attract teacher attention during instructional and on-task time
- Establish fundamental rights (few in number)
- Allow transition time between activities
- Make allowances for a "cool off time" or a "time out" procedure(time-out mat)
- Implement the consequential framework for typical disruptive behaviour patterns, always follow-up and follow through.(Class Behaviour Chart)
- Manners (please, thank you, knocking, and saying excuse me)
- Restorative Chat (see appendix)
- Be knowledgeable about the Responsible Behaviour Plan



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MOVEMENT AROUND THE SCHOOL

- P-2
In pairs, accompanied by teacher to and from specialist lessons. In an effort to instil independence in children teachers are able to forward classes from one area to another as long as there is some form of supervision (eg from door or window).
- 3-4
In pairs, accompanied by teacher to and from specialist lessons. In an effort to instil independence in children teachers are able to forward classes from one area to another as long as there is some form of supervision.
- 5-6
Movement to and from specialist lessons can be unsupervised. It is important that this should be reinforced as a privilege. Students should be encouraged to WALK quietly being conscious of noise levels around the school. Constant late arrivals or examples of inappropriate behaviours will result in the withdrawal of this privilege.

LINING UP

- Class teachers need to arrive on time to release staff undertaking playground duty.
- Playground duty staff should remind all students to visit the toilet and have a drink before lining up.
- All teachers should reinforce that the bell means that all play ceases immediately and is the sign to toilet and drink **NOT IMMEDIATELY LINE UP.**
- Prep
Seated in the eating area, waiting for their teachers
- Year 1-4
Line up in two lines at the entrance to the classroom. Children should be seated.
- Year 5-6
Line up in two lines at the entrance to the classroom. Children are permitted to stand. If students demonstrate enough responsibility, they are able to earn the privilege of entering the classroom with supervision after the bell rings. Inappropriate behaviours will lead to a withdrawal of this privilege.



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DISMISSALS

Students need explicit demonstration and reinforcement of how to move from the classroom:

- Avoid releasing children altogether (Consider alternative dismissal styles, eg surnames beginning with... boys in year 4, people with socks, tallest person)
- Reinforce walking to port racks and lunch areas.
- Remind children to keep an acceptable noise level.
- Encourage students to leave port racks as quickly as possible, particularly at the conclusion of the day.

PLAYGROUND DUTY (See One School Duty expectations notes)

- Be visible and prompt
- Swap over and check in with previous staff member
- Stay mobile
- Make sure area is clear of students before you leave
- Make sure area is clean of rubbish before the students are dismissed
- Set appropriate examples (wear a hat, pick up papers)
- Children should remain seated whilst eating.

PROACTIVE BEHAVIOUR MANAGEMENT STRATEGIES

- Rule of the Week on whole school parade
- L.A.R.F.
- Games Factory - resources in Library
- Bullying Survey (see Appendix) Implemented yearly
- Access to sport equipment
- Principals Afternoon Tea
- Participation in Representative Sport
- Participation in other Representative Activities eg Music
- Attendance at School Camps and Excursions
- Girls/Boys focused social skills/bullying programs

Inappropriate Behaviours – explicitly taught (see appendix):

❖ 3 Step Plan

1. Tell them to stop. I don't like it.
2. Walk away and play in another area.
3. Find an adult and ask for assistance to solve the problem.

❖ When children seek assistance to resolve a conflict situation

1. Check that 3 step plan has been observed
2. Invite both parties to return to tell their side of the story (use restorative chat- see appendix)
3. Listen carefully to both sides
4. Implement appropriate consequences (Invite children to decide on a consequence)

Observation of Inappropriate Behaviours

- ❖ Isolate child and go through restorative chat - appendix page 15



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An Incremental Responsible Behaviour Management Plan to ensure students are responsible and accountable for their own behaviour at school.

<p>Whole School Behaviour Support</p> <p><u>Appropriate Behaviour</u></p>		<p>Strategies</p> <ul style="list-style-type: none"> All students expected to demonstrate appropriate behaviour Full privileges Minor behaviour breaches addressed through student management techniques. (see appendix)
<p>Targeted Behaviour Support</p> <p><u>Level 1</u></p>		<p>Strategies</p> <ul style="list-style-type: none"> Student and parents notified of student placement on Level 1 (see appendix) 1 week block of daily report sheets (blue card) and 3 day block detentions or similar eg removal from playground (see appendix) Student must have no unsatisfactory ratings for 5 consecutive days to return to Appropriate Level. If not Student moves to Level 2 Maximum time on level 1 is 2 weeks (unless amended by the Principal and relevant parties)
<p>Intensive Behaviour Support</p> <p><u>Level 2</u></p>		<p>Strategies</p> <ul style="list-style-type: none"> Student and parent notified of placement on <u>level 2</u> Student placed on Individual Behaviour Management Plan involving <u>relevant Support team</u>. This plan will focus on specific goals, and will indicate length of time and expectations etc If plan is followed through then student returns to <u>Appropriate Behaviour Level</u> If not then student proceeds to <u>Level 3</u>.
<p>Intensive Behaviour Support</p> <p><u>Level 3</u></p>		<p>Strategies</p> <ul style="list-style-type: none"> A range of individualised strategies negotiated with parents, support team and external agencies Principal implements Student Disciplinary Absence Conditions apply for re-entry. <u>Relevant Support Team involved</u> Behaviour Improvement Conditions applied

Students can be placed on any Level immediately at the discretion of the principal.



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Consequences for unacceptable behaviour

At Longreach State School we believe that every student can behave in a responsible manner. If students choose to behave inappropriately the appendix provided recommends consequences for the range of unacceptable behaviours that can be exhibited by students. Common sense, logical and natural consequences are applied as a matter of course.

The school administration maintains the right to increase or decrease the severity and nature of the recommended consequences depending on the circumstances surrounding a particular incident.

Appropriate/Acceptable Behaviour		
REASONS FOR BEING PLACED ON THIS LEVEL	WHAT HAPPENS TO STUDENTS ON THIS LEVEL	NOTES
<ul style="list-style-type: none"> All students are assigned to this level when they come to Longreach State School Students on this level follow the school rules and consider their rights and responsibilities Students are helpful and try to work well with each other and staff Students respect the rights of others and understand and demonstrate their responsibilities To be eligible for election to any position of responsibility you must maintain this level 		The Semester Report Card Comment should be A-Excellent or B-Very Good



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Level 1-BLUE CARD /ORANGE CARD		
REASONS FOR BEING PLACED ON THIS LEVEL	WHAT HAPPENS TO STUDENTS ON THIS LEVEL	NOTES
<ul style="list-style-type: none"> You have had consequences/detentions Some or all of your teachers are concerned about your behaviour and or your attitude, because they feel you are not co-operating. You are repeatedly causing problems in class or in the school. You have not accepted your responsibilities as outlined in the Code of Rights and Responsibilities. Or you may be doing one or more of the following: <p>Eg.</p> <ol style="list-style-type: none"> Frequently not completing work at school or at home <ul style="list-style-type: none"> * homework not completed * copying other's class work * not doing rostered duties Trying to disrupt, or upset the class eg. <ul style="list-style-type: none"> * not following teacher instructions * talking while teacher or other students are addressing the class * moving noisily around the classroom Behaving badly in the school grounds eg <ul style="list-style-type: none"> * dropping rubbish around the school * insulting other students * using bad language * being out of bounds * eating in the classroom * unruly behaviour * misbehaving during a formal or religious event Behaving badly on the way to or from school eg. unruly behaviour in public areas and school bus Leaving the school grounds without permission 	<ul style="list-style-type: none"> Your teacher will discuss with you the problems you are causing. Your parents will be informed you have been placed on level 1 and let them know the consequences of being on this level. You will be given a chance to do something about your behaviour YOURSELF - seek some advice about working things out. If you are not able to do something about your behaviour the consequence will be that you will be placed on level 2. You will be on a daily report sheet for 5 days. You must have no unsatisfactory ratings on this sheet for a straight 5 day period to return to level 0 or your block will be extended another week. Maximum time on level 1 is 2 weeks or you will move to level 1- Intensive Monitoring- ORANGE CARD (unless negotiated by the principal and relevant parties) 	<ul style="list-style-type: none"> Letter to parents Daily report sheet May include detentions Recorded on One School Orange card <p>Targeted behaviour eg playground</p> <p>Monitored each session</p>



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Individual Behaviour Management Plan Level 2		
REASONS FOR BEING PLACED ON THIS LEVEL	WHAT HAPPENS TO STUDENTS ON THIS LEVEL	NOTES
<ul style="list-style-type: none"> You have repeatedly failed to attempt to improve your behaviour You have ignored the rights of others and your responsibilities You have shown little or no interest in looking after your own education You have been on level 1 for more than 4 weeks 	<ul style="list-style-type: none"> You will be placed on an individual management plan that will be negotiated with relevant team. This will take the form of a contract to which you must give a commitment to improving your behaviour. Failure to follow the terms of the contract will result in moving to Level 3 	<ul style="list-style-type: none"> Individual management plan May involve detentions Recorded on One School

Level 3		
REASONS FOR BEING PLACED ON THIS LEVEL	WHAT HAPPENS TO STUDENTS ON THIS LEVEL	NOTES
<ul style="list-style-type: none"> Failure to adhere to the conditions and terms of agreement of your individual management plan High level behaviour eg. vandalism, violence, theft, deliberate destructive behaviour, drugs/smoking or alcohol, mobile phone, electronic devices, dangerous items or any other acts at the discretion of the principal 	<ul style="list-style-type: none"> Student Disciplinary Absence (after all other avenues have been exhausted) Behaviour Improvement Conditions 	<ul style="list-style-type: none"> Actions per Student Disciplinary Absence Recorded on One School



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The network of student support

The network for support at **Longreach State School** includes the involvement of a team of personnel and agencies. This network includes, but is not limited to:

Internal Support Personnel

- School teaching and support staff
- School administration
- Parents
- Social Justice Committee

External Support Personnel

- School Guidance Officer
- District Senior Guidance Officer
- HOSES
- Advisory Visiting Teachers (PI AND HI)
- Speech Language Pathologists
- Occupational Therapists and Physiotherapists
- Adopt a Cop

The Social Justice Committee provides support to students who require more targeted or intensive support. The Committee consists of the school Guidance Officer and other external personnel, HOSES, Learning Support Teachers, Principal, and teacher representatives from each of the early and middle years. For a full role description see Longreach State School and Longreach District Social Justice Policies.

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

Consideration of individual circumstances

At **Longreach State School** responses for 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
- Honesty and perceived level of genuine remorse.

Other situations and contexts include Kids in Care, ATSI Students and Students with Disabilities



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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 will be considered at all times.

Related legislation

- *Education (General Provisions) Act 2006*
- *Education (General Provisions) Regulation 2006*
- Section 21 of the *Education (General Provisions) Regulation 2000*
- *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 1995*
- *Workplace Health and Safety Regulation 1997*
- *Freedom of Information Act 1992*
- *Commonwealth Disability Discrimination Act 1992*
- *Commonwealth Disability Standards for education 2005*
- *Right to Information Act 2009*
- *Information privacy(IP) Act 2009*

Related policies

SMS-PR-021: Safe, Supportive and Disciplined School Environment

CRP-PR-009: Inclusive Education

SMS-PR-029: Enrolment in State Primary, Secondary and Special Schools

SMS-PR-022: Student Dress Code

SMS-PR-012: Student Protection

SCM -PR-006: Hostile people on School Premises, Wilful Disturbance and Trespass

GVR-PR-001: Police Interviews and Police or staff Searches at State Educational Institutions

ICT-PR-010: Managing Electronic Identities and Identity Management

SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

Principal

Mrs Vicki Rayner

Date-15/02/2016

P&C President

Mr Bill Ringrose

Date-15/02/2016

ARD

Date- 15/02/2016



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APPENDIX

<ul style="list-style-type: none"> • The Restorative Chat - reflect, repair, reconnect • + • The School Rules • Examples & Consequences of Unacceptable Behaviour • Detention room procedure • Detention room referral • Responsible Behaviour Reflection Sheet <li style="padding-left: 40px;">Year P- 1 <li style="padding-left: 40px;">Year 2-6 • Detention Room all clear slip • Letter to parents informing of Student level 1 placement (SAMPLE ONLY) • Knives at School • Personal Technology Devices at School • Procedures for Preventing and Responding to Incidents of Bullying (including Cyber bullying) • Emergency or Critical Incident Responses • Debriefing Report • Bullying/Harassment Survey to be implemented annually by the Guidance Officer and supported by Anti-Bullying workshop/Awareness PD for teachers and students 	<p>Page 14</p> <p>Page 15</p> <p>Page 16</p> <p>Page 17</p> <p>Page 18</p> <p>Page 19</p> <p>Page 20</p> <p>Page 21</p> <p>Page 22</p> <p>Page 23</p> <p>Page 24</p> <p>Page 26</p> <p>Page 28</p> <p>Page 30</p> <p>Page 31</p>
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The Restorative Chat Reflect Repair Reconnect

<u>To the wrongdoer</u>	<u>To the victim</u>	<u>When stuck</u>
<p>We're here to talk about...</p> <ul style="list-style-type: none"> • What happened? • What were you thinking at the time? • What have you thought about since? • Who do you think has been affected by what you did? • In what way? • What do you need to do to make things right? • How can we make sure this doesn't happen again • What can I do to help you? 	<ul style="list-style-type: none"> • What did you think when it happened? • What have you thought about since? • How has it affected you? • What's been the worst of it? • What's needed to make things right? • How can we make sure this doesn't happen again? 	<ul style="list-style-type: none"> • Was it the right or wrong thing to do? • Was it fair or unfair? • What exactly are you sorry for? • You didn't answer my question



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School Rules

(what our school expects)

1. Respect yourself and others.
2. Care for property.
3. Always be safe.
4. Strive to learn.
5. Be on time and ready.

Respect Yourself and Others

- Do nothing that is offensive to any member of the school.
- Follow School Dress Code
- Treat people the way you like to be treated.
- Set a good example for others.
- Use good manners always.
- Listen to others when it is their turn to speak.
- Speak clearly and politely always.
- Use acceptable community language. (This may be different from acceptable language at home.)
- Try to solve arguments by working them out.
- Congratulate others when they deserve it.
- Try to understand and accept cultural differences.
- Move between classes without teasing or upsetting others.
- Practice self control.
- Take responsibility yourself.
- Address staff and visitors respectfully.
- Hats off in class

Care for Property

- Take pride in the school grounds and gardens.
- Use the rubbish bins.
- Respect other peoples belongings.
- Bring to school only those things you need for school.
- Treat school equipment carefully.
- Keep buildings and classrooms tidy.
- Look after your own belongings.
- Report lost property to your teacher or the office.
- Put your name on your belongings.
- Return borrowed equipment promptly.
- Look after library books.
- Chewing gum and bubble gum are not allowed at school.
- Keep yourself and the school tidy

Always Be Safe

- When you are eating you are sitting.
- Stay out of trees and do not climb structures not designed for climbing.
- Move around the school safely.
- Walk on the concrete.
- Use school equipment carefully.
- Only play contact activities under adult supervision
- Always wear a hat and shoes.
- Hands and feet to yourself.
- Walk your bike when in the school grounds.
- Park your bike at the bike racks.
- Follow road rules and use the zebra crossing.
- Only be in the classroom with a teacher's supervision.
- Bicycles and skateboards are not allowed to be ridden in the school grounds.
- Dangerous items are not allowed at school.

Strive to Learn

- Listen carefully in lessons.
- Make the most of and take part in lessons.
- Ask if you're not sure.
- Have fun at the correct time.
- Know when homework and assignments are due.
- Keep a diary.
- Help others when they need it.
- Listen to other people's ideas.
- Complete the set work.
- Use the facilities outside the classroom

Be on Time and Be Ready

- Arrive at school after 8.15am.
- Make sure you have all the equipment needed for class.
- Use the toilets during break times.
- Eat and drink during break times.
- Line up quietly for class after breaks.
- Be on time and organised for any parade, meeting, sports practice etc.



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Examples of Unacceptable Behaviour

Inside Classrooms	Possible Consequences	Outside(classrooms or school grounds)
LOW		
<ul style="list-style-type: none"> Accidental swearing Not listening Talking at inappropriate times Out of seat Off task behaviours Inappropriate dress Rocking on chairs Lateness at bell time Not following School Dress Code 	<ul style="list-style-type: none"> Restorative Chat with Student Time out Litter duty Removal of chair No out side play Apology Confiscation of toy or banned item 	<ul style="list-style-type: none"> Accidental swearing Water fights Pushing in at tuck-shop Answering back Running on concrete Littering Out of bounds No hat/ shoes Inappropriate toys or banned items
MEDIUM		
<ul style="list-style-type: none"> Petty thieving Answering back or arguing Impertinence Annoying others Throwing things Teasing Excessive noise Entering classroom without permission Swearing Inappropriate online behaviour Bullying Inciting violence <p>*Persistent low level behaviour</p>	<ul style="list-style-type: none"> Restorative Chat with Student – consequences Clean up/fix/repair damaged items Detention-restorative reflection sheet Block of litter duty Confiscation of items Time out After school detention Work in another classroom Clean up an area Loss of privileges eg excursions, camps, sporting and cultural activities, access to equipment eg computers Parents informed Placement on a behaviour level 	<ul style="list-style-type: none"> Verbal fighting Impertinence Rude gestures Running away from teachers Spitting Riding bikes, skateboards etc in grounds Tampering with bikes at bike racks Inappropriate online behaviour <p>*Persistent low level behaviour</p>
HIGH		
<ul style="list-style-type: none"> Violence Truancy Running away from school Theft Continued refusal/obstinacy/ defiant or insolent behaviour Graffiti Smoking Drugs/Alcohol Harassment Abusive swearing Deliberate destructive behaviour Consistent bullying or harassment Consistent use of electronic devices <p>Persistent medium level behaviour</p>	<ul style="list-style-type: none"> Block detention restorative reflection activities Loss of privileges eg excursions, camps, sporting and cultural activities ,access to equipment Placement on level Suspension Recommendation for exclusion Spoken to by police Daily report <p><u>Students will be suspended for</u></p> <ul style="list-style-type: none"> High level violence Major theft Deliberate destructive behaviour Drugs/smoking or alcohol Dangerous items eg knives Vandalism Abusive swearing Inappropriate online behaviour other acts at the discretion of the principal <p>Persistent High Level Behaviour will have a “recommendation to exclude”</p>	<ul style="list-style-type: none"> Abusive swearing Physical fighting Deliberate destructive behaviour Consistent bullying or harassment Running away from school Truancy Gross toilet behaviour Weapons eg knives Graffiti Smoking <p>Persistent medium level behaviour</p>



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Detention Room Procedure

1. Detention issued by staff member
 - Staff member informs student they have a detention
 - Red Slip to be completed and given to the Detention Room Supervisor
2. Detention Supervisor collects slip to supervise student from 11:15 - 11:45am in the allocated detention room. **Staff member who issued detention must be at the detention for the first 10 mins to participate in a Restorative Chat**
On student arrival
 - sign them in
 - **Restorative Chat involving Student, Detention supervisor and Staff member**
 - issue student with Responsible Behaviour Reflection sheet to complete
 - issue student with extra work if required eg rules, class work
3. At 11:45am the detention time is completed.
 - The detention room teacher either gives a green ALL Clear slip to the student or if their behaviour was unsatisfactory and/or they did not complete the required task the teacher writes a repeat on their red slip and places the red slip back in the folder for the following day.
 - The green ALL Clear slip, the reflection sheet and the detention task must be returned to the teacher who issued the detention. If the teacher feels the task has been completed satisfactorily they then complete the second half of ALL CLEAR slip. If the teacher is not satisfied with the task the detention will be repeated. Teacher needs to explain the reasoning behind the repeat.
 - Detention paperwork is to be given back to Detention Room supervisor who will put the paperwork in the students file in the office.
 - Record on One School



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Detention Room Referral

Name: _____ **Year:** _____ **Date:** _____

Incident (What, When, Where)

What Consequences if any has the Student received prior to this Detention?

Detention Activity: Reflection sheet, class work, rules, other.

Teacher Name: _____

Date of Detention: ___/___/___200 **D.T Signature:** _____

Detention Room Referral

Name: _____ **Year:** _____ **Date:** _____

Incident (What, When, Where)

What Consequences if any has the Student received prior to this Detention?

Detention Activity: Reflection sheet, class work, rules, other.

Teacher Name: _____

Date of Detention: ___/___/___200 **D.T Signature:** _____





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Reflection Sheet for Detention-Yr P-1

**Year 1 draw responses/Teacher scribe. Use
Restorative Chat Language**

What Happened?

**What were you thinking or
feeling at the time?**

**Who did I hurt? How did I
hurt them?**

**How can you make this
better?**





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Longreach State School Responsible Behaviour Reflection Sheet

Name _____ Date _____

What happened?

What were you thinking at the time?

Who is being affected by what you are doing? In what way are they being affected?

Who?

In what way?

What do you need to do to make things right?

How can we make sure these things don't happen again?

What can others do to help you?

What can you do to help yourself?

Signed _____



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<p>Detention Room ALL CLEAR SLIP</p> <p>Detention Teacher _____ Student Name _____ Class _____ Date _____</p>	<p>Detention Room ALL CLEAR SLIP</p> <p>Referring Teacher _____ If you are satisfied with the student's completed task tell the student. If not discuss the task with the student and tell them they have a repeat. You will need to give this slip to the Det. supervisor for further action or filing</p>
<p>Detention Room ALL CLEAR SLIP</p> <p>Detention Teacher _____ Student Name _____ Class _____ Date _____</p>	<p>Detention Room ALL CLEAR SLIP</p> <p>Referring Teacher _____ If you are satisfied with the student's completed task tell the student. If not discuss the task with the student and tell them they have a repeat. You will need to give this slip to the Det. supervisor for further action or filing</p>
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Date _____

Dear _____

This letter is to inform you that _____ has been demonstrating unacceptable behaviours at school that show a lack of respect for school rules and for other students' rights and responsibilities as well as their own. Your child has been placed on **Level 1** of the school Responsible Behaviour Plan for:

As a result of this your child will now have a block of three lunchtime detentions and will be placed on a daily report for five days. You will need to sign this report each day and your child will need to return it to the office each morning before school.

Please refer to the Flow Chart attached for details of the requirements your child will need to fulfil to return to the Appropriate Behaviour Level.

I know you will appreciate the seriousness of this situation and anticipate your support.

Yours sincerely

Vicki Rayner
Principal

WORKING TOGETHER TO KEEP LONGREACH STATE SCHOOL SAFE

We can work together to keep knives out of school. At **Longreach 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 any 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, for example, 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 by suspension as outlined in the Longreach State School Responsible Behaviour Plan
- 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 that 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 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 Longreach State School safe?

- Make sure you know the laws and rules about knives.
- Ask your parents not to put knives or knife tools in your lunch box, pencil case or craft kit.
- Contact your teacher if you are being bullied or threatened 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.



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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 must 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 discipline.

Confiscation

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

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

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

Recording voice and Images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

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

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

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

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying¹ or



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



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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.

*** 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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PROCEDURES FOR PREVENTING AND RESPONDING TO INCIDENTS OF BULLYING (including Cyberbullying)

Purpose

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

Rationale

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



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Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our 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 non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
 - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
 - A high level of quality active supervision is a permanent staff routine in the non-classroom 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 non-classroom 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 **Longreach State School** takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.
13. **Longreach 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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EMERGENCY OR CRITICAL INCIDENT RESPONSES

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

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

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

Basic defusing strategies

Avoid escalating the problem behaviour

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

Maintain calmness, respect and detachment

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

Approach the student in a non-threatening manner

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

Follow through

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

Debrief

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

Physical Intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

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



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

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:

- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student.

Record keeping

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- Incident report –One School
- Workplace Health and Safety Incident Report
- debriefing report (for student and staff)



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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.



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BULLYING/HARASSMENT SURVEY

LONGREACH STATE SCHOOL

(All information on this document is confidential)

Student Name: _____ CLASS: _____ Date: _____

1. Have you been subject to bullying or harassment at Longreach State School this term?

Yes No

If no, answer the questions at the bottom of page.

2. Have you witnessed any bullying or harassment at Longreach State School this year?

Yes No

If no, answer the questions at the bottom of page.

People (if any) in the school who have bullied or harassed me or others?

.....

Type of bullying/harassment you have experienced/witnessed:

- Teasing, name calling.
List comments:
- Punches, kicks, pushes, hits, threatens, pinches
- Touches me / others in unpleasant ways
- Deliberately leaves me out, talks behind my back
- Makes up hurtful rumours
- Gives threatening looks
- Interferes with/destroys my personal belongings
- Offensive writing and/or drawing
- Electronic messages e.g. e-mail-text messages and chat rooms
- Other:
.....
.....
.....
.....

How would you like this behaviour to be resolved? (Please tick one box)

- (1) Mediation: You and the person/s responsible for bullying/harassment, meet with your Class Teacher, Guidance Officer or Principal/HOC to discuss situation and work out a solution.
- OR**
- (2) You meet with your Class Teacher, Guidance Officer or Principal/HOC to discuss your concerns.
- OR**
- (3) Your Class Teacher, Guidance Officer or Principal/HOC meets with person responsible for bullying/harassment to discuss **your** concerns. (You are not present in the interview; your **name is not disclosed**).
- OR**
- (4) Your Class Teacher, Guidance Officer or Principal/HOC meets with person responsible for bullying/harassment to discuss **your** concerns. (You are not present in the interview **but your name is disclosed**).
- OR**
- (5) You do not want anything done at the moment and you want your name to remain confidential.
- OR**
- (6) Issue has been resolved
- OR**
- (7) Any other suggestions as to how staff may be able to support students being bullied at school?
.....
.....

If you have not been bullied, please answer the questions below.

Who do you think will the AFL Grand final this year? _____

What is your favorite colour? _____

Do our student leaders do enough in the school? _____

(Bullying Harassment Survey 2009)