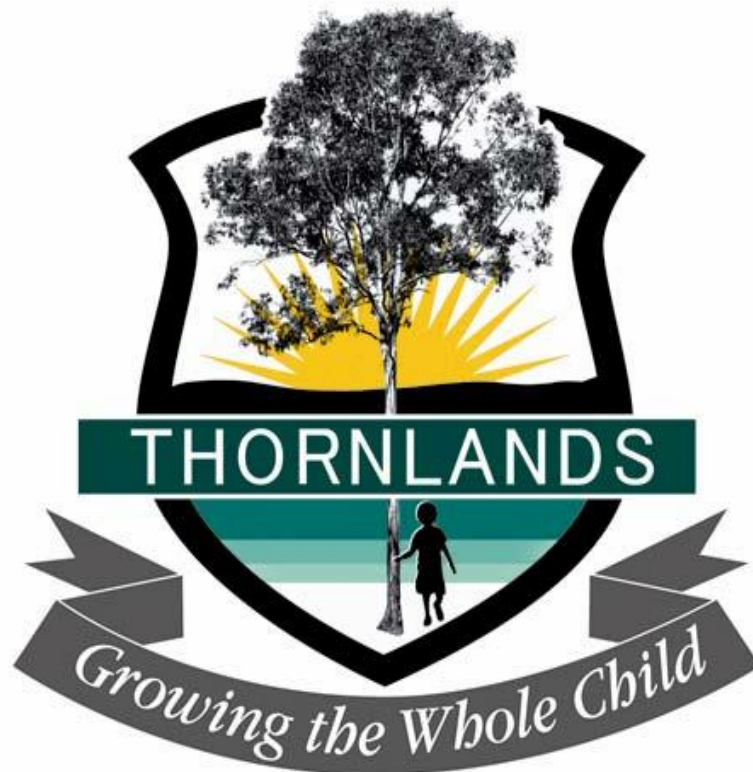




THORNLANDS STATE SCHOOL

The Code of
**School
Behaviour**

Better Behaviour
Better Learning



Responsible Behaviour Plan for Students 2013-2015

(Based on the Department of Education and
Training Code of School Behaviour)



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Responsible Behaviour Plan for Students

1. Purpose

At Thornlands State School, programs focus upon ensuring that each student is a motivated, respectful, resilient, life-long learner who is able to be responsible for their own behaviour and achieve their potential. The school environment is structured to be supportive, tolerant and safe and to promote effective teaching and learning. Mutual respect is fostered among all members of the community with shared responsibilities and shared values being promoted. The encouragement of positive relationships between all stakeholders allows them to work together and build a strong, vibrant community. At Thornlands State School, there are consistent processes, focussed professional development and resourcing for behaviour management. These processes, expectations and programs are based on **The Code of School Behaviour**. All members of the school community are to abide by *The Code of School Behaviour*. This plan will be communicated to the community via meetings, the school website, upon request through the school administration and during the enrolment process.

2. Consultation and data review

Thornlands State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution, review of data and community meetings held during Term 4, 2012 and Term 1 2013. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2010-2012 also informed the development process. Information on behaviour and current processes was also gathered during Term 4, 2012 via surveys and weekly meetings of the Supportive School Environment Group.

The main avenue for communication and consultation across the school, relating to the Code of School Behaviour, is the Supportive School Environment Committee. The SSE Committee consists of representatives from administration, each year level, specialist teachers, Special Education, parents and ancillary staff and works closely with the Positive Behaviour for Learning Team. Together these teams are responsible for:

- reviewing and updating the school Behaviour Management Policy and the Responsible Behaviour Plan for Students
- ensuring the whole-school implementation of Positive Behaviour for Learning
- monitoring Positive Behaviour for Learning data
- communicating Behaviour Management initiatives and information to the school and wider school community regularly
- promoting pro-active, preventative programs and strategies used by the school



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- planning Induction Programs for new staff delivered by on-site and off-site staff with expertise in Behaviour Management
- development of specific policies, processes and documents:

The Plan was endorsed by the Principal, the President of the P&C and Executive Director (Schools) in February 2013, and will be reviewed in 2015 as required in legislation

3. Learning and behaviour statement

At Thornlands, our focus is on development of the whole child. This is accomplished in a teaching – learning environment where positive behaviour is encouraged and facilitated and children develop self-responsibility. This is supported with the Thornlands Values and 'You Can Do It' Social Skills Program.

SCHOOL BELIEFS ABOUT BEHAVIOUR AND LEARNING

- All members of the school community feel respected, valued and safe.
 - The educational potential for students and teachers is developed and maximised in an environment where teaching and learning are valued.
 - All areas of the school are teaching and learning environments.
 - Students are encouraged to make positive choices about their behaviour and demonstrate self-responsibility while acknowledging the rights of others.
 - School strategies for supporting behaviour and learning involve a planned continuum from Affirming to Preventative to Corrective to Crisis Plan.
 - Developed rules, routines and practices cater for the needs of the community and enhance school tone.
 - Positive non-discriminatory and non-violent practices are modelled and reinforced by all members of the community.
 - Effective partnerships between home, school and community optimise learning opportunities for students.
-
- At Thornlands State School the three School Rules promote and teach high expectations of behaviour. The rules are:
As a Learner, I will:
 1. Be Safe
 2. Be Respectful
 3. Be Responsible

Our school rules have been agreed upon and endorsed by all staff, students 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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RIGHTS AND RESPONSIBILITIES AT THORNLANDS STATE SCHOOL

Teacher rights:

- Each teacher has the right to be treated with respect.
- Each teacher has the right to be able to teach without undue disruption.
- Each teacher has the right to expect that they are in charge in a class and that they will be obeyed.

Student Rights:

- Each student has the right to be treated with respect.
- Each student has the right to learn without disruption.
- Each student has the right to learn in a safe and caring environment.

Student Responsibilities:

All students have a responsibility to:

- Allow others to work without being bothered.
- Obey school rules and guidelines.
- Treat others with courtesy and consideration.
- Co-operate with other students, teachers and student teachers and show common sense.
- Take care of property. This implies:
 - Leaving other people's property alone
 - Using school property with care and respect.
- Show pride in school grounds, buildings and uniform.
- Complete homework and projects by the due date.
- Complete all school work to the best of their ability.
- Attend school every day being punctual and on time for all classes.
- Practise good personal habits in health and cleanliness.
- Enable good communication between school and home. This means that students will deliver home all messages, newsletters etc.
- Uphold the good name of the school. This means:
 - That students wear their uniform with pride.
 - That students will treat members of the public with courtesy and respect.
 - That students will represent their school well when in and out of school.

Please see *Appendix 1* 'Thornlands Behaviour Matrix'

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

At Thornlands State School behaviour support ranges from positive preventative action for all students, through to intensive intervention for specific individuals or groups, as required.

Universal behaviour support

At Thornlands State School, positive behaviour is a primary focus in every classroom. The behavioural expectations are communicated at whole school assemblies and this is then followed up in classrooms. Parents are encouraged to attend all assemblies and special days.

Teachers (both new and existing) are inducted in Behaviour Management Strategies which are employed in classrooms to maintain positive, on-task



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behaviour. They are also included in the 'Anti-Bullying Policy' (See Appendix 13 a) and the Cyber-Bullying Policy (See Appendix 13 b)

A Whole School Positive Behaviour Reinforcement System is utilised with a reward system. (See Appendix 2)

Strategies have been selected to encourage self-discipline in the child and effective behaviour management for the teacher.

Values / Social Skills Program – You Can Do It

Explicit Teaching of Rules and Procedures

Directional Language - Keep directions and reminders brief and positive

Rule Reminders – simple – firm eye contact – use humour

Choice - can defuse a situation

Use of Christian Names, pause and direction.

Use of “please and thanks”

Tactical ignoring - Ignore (15 secs) - Prompt - Redirect

Parallel praise - Ask questions Soft reprimand Terminating Instructions
Non-verbal signals Re-stating Instructions



Take Up Time (TUT) - give child time to carry out request

Tone - Effectiveness and positiveness of voice

Assertion - communicate in a clear, non-aggressive manner.

Broken Record - a verbal strategy that uses same or similar words repeatedly.

Distraction and Diversion - refocus child's attention.

Partial Agreement - acknowledges what child is saying but the emphasis is on what the child should be doing

Look at the big picture - as appropriately as possible using “I” statements

WhenThenDirection

Questions and Feedback - NOT *Why are you doing that?* BUT *What are you doing?*

Privately Understood Signals (PUS) - Wink, nod, frown, stare, four fingers in hand (four chair legs, on the floor) and non verbal behaviour – reminders and reinforcers.

Positional Stance (front/centre of classroom - maybe

writing on blackboard) **Body Posture** - use an open

hand not pointing finger – relaxed - allow space **Eye**

Contact - engages attention - too much may precipitate

hostility **Directional Touch** - brief and combined with

reminder or praise

Cool Off Time - may defuse situation - calm self before

dealing with situation **Conscious Eye Scanning** -

effective when tactically ignoring - “on task” praise

Proximity Awareness - respect for a student's spatial area



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Make Consequences Clear - linked to rules where possible - firmly, fairly and calmly implemented

Time Out - in designated area, with another teacher, with administration.

PROACTIVE AND PREVENTATIVE PROCESSES AND STRATEGIES	
<p>Recognising and Affirming Positive Behaviour</p>	<ul style="list-style-type: none"> • Student of the week certificates • Rewarding with letters or phone calls to parents and visits to another teacher or administration for commendation • Classroom rewards for positive behaviour • Values and Social Skills Training • Leadership Opportunities • Self Esteem Activities • Assemblies • Student Council • Reaffirming with body language and verbal encouragement • Safe, supportive classrooms • Report Card Comments • Ensuring new students have a class buddy and are aware of school rules.
<p>Preventative</p>	<ul style="list-style-type: none"> • Establish Class and School Rules • Whole School Values and Social Skills Program • Clear, fair, positive rules that are explicitly taught (see Behaviour Matrix) • Well defined and practised routines and procedures • Interesting and Challenging Classrooms • Positive Relationship Established with Class • Efficient Management Techniques Verbal Encouragement • Well planned and motivating Curriculum Programs which are differentiated to cater for needs • IEPs • Professional Development • Induction Program for new staff • Non-verbal Visual Reminders
<p>Corrective (least intrusive to most intrusive – Bill Rogers)</p>	<ul style="list-style-type: none"> • Redirection • Rule Reminders • Choices • Clear Consequences • Cool-off time (COT Corner) • Buddy class • Support Personnel, AVTs • Administration Involvement • Time Out (maximum 20 min) • Alternative Programs • Problem Solving



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	<ul style="list-style-type: none"> • Contracts • Counselling • Classroom re-entry procedure • Individual Behaviour Plans • Suspension -with re-entry meeting involving student, parent, classroom teacher and Administration. • Exclusion • Parent Involvement • Thornlands Behaviour Levels
Crisis Plan	<p>Awareness of background factors</p> <ul style="list-style-type: none"> • Data Collection • Crisis communication Techniques • Praise for good choice • Harm Reduction Strategies • Evasion Strategies • Seek Assistance • Restitution • Problem Solving • Defusing Techniques for class • Reviewing Plan • Monitoring • Staff Training • Debriefing • Parent contact • Guidance Officer • AVT Behaviour • Special Needs Committee • Suspension / Exclusion

Our expectations for behaviour in all school settings are outlined in the following 'Matrix of Behaviour Expectations'. The School Rules and the Matrix of Behaviour Expectations is displayed in every classroom.

The rules in various contexts are explicitly taught according to the whole school 'Order of Lessons' (see Appendix 16). This order is flexible and may be adjusted by Administration or the Supportive School Environment / Positive Behaviour for Learning committees in response to data indicating a need for a specific focus at any given time.



Thornlands SS.....As a Learner I will: Be Safe, Be Respectful, Be Responsible

<p><i>All Settings</i></p> <ul style="list-style-type: none"> Follow adult directions immediately Keep hands, feet and objects to yourself Always show respect and use appropriate, positive language Respect the property of others 	<p><i>Excursions / Out of School</i></p> <ul style="list-style-type: none"> Be organised with your belongings Follow all adult instructions Listen carefully at all times Cooperate and be considerate of others 	<p><i>Computers / Cyber Safety/Mobile Devices</i></p> <ul style="list-style-type: none"> Only say positive things Use appropriate websites only Keep log on details to yourself Communicate only with people you know Only copy information with permission Follow school policy on mobile devices at school 	<p><i>Sunsmart / Uniform</i></p> <ul style="list-style-type: none"> Wear full school uniform Take pride in your appearance Stay in your eating area if you don't have a hat Look after your property Wear closed in school shoes Wear appropriate, sun safe clothes on free dress days Wear approved jewellery only (eg watch, sleepers, studs)
<p><i>Before School / After School</i></p> <ul style="list-style-type: none"> Sit quietly under A Block in the morning Walk on hard surfaces Use good manners Listen carefully to messages Cross the road at the crossing Stay off the playgrounds Wait in the right place Go to the office if your parents are late to pick you up Wear a helmet if you ride to school 	<p><i>Inside Classrooms</i></p> <ul style="list-style-type: none"> Put your hand up to speak Be a good listener Be organised with your belongings Sit correctly at your desk Keep the room tidy Put in your best effort Use equipment safely Cooperate in groups Ask permission to leave the room Follow lockdown and fire procedures 	<p><i>Transitions (Moving Around) / Walkways</i></p> <ul style="list-style-type: none"> Use a quiet voice Be organised in two straight lines Follow the leaders sensibly Walk at all times Stay on the paths or walkways Keep to the left Go directly to the destination Walk on the stairs, taking one step at a time Enter and exit rooms quietly Walk your bike/scooter when in the school grounds 	<p><i>Playground and Undercover areas</i></p> <ul style="list-style-type: none"> Use equipment appropriately Take turns and share equipment Play safely with balls Keep the area tidy Wear a sunsafe hat Stay in your designated area Cooperate and be considerate Care for the plants and gardens Walk away from minor issues Stop play as soon as the bell goes



<p><i>On the Oval</i></p> <ul style="list-style-type: none"> • Wear a sunsafe hat • Show courtesy and consideration • Play sensibly and fairly • Ask permission to leave the grounds • Leave sticks and stones on the ground • Take turns and share equipment • Walk away from minor issues • Stop play as soon as the bell goes 	<p><i>Eating Time</i></p> <ul style="list-style-type: none"> • Put rubbish in the bin • Sit down while you eat • Eat your own food only • Use good manners • Talk quietly • Wait to be dismissed from your eating area. • Look after your belongings • Ask permission to leave the area • Respect differences and diversity • Use the bubblers appropriately 	<p><i>Toilets</i></p> <ul style="list-style-type: none"> • Keep toilets clean and tidy • Use toilets appropriately • Respect others' privacy • Wash your hands before you leave • Close doors carefully • Flush the toilet • Use taps sensibly and turn them off when you are finished • Keep food out of the toilets 	<p><i>Tuckshop</i></p> <ul style="list-style-type: none"> • Use good manners – please and thank you • Stand quietly and patiently in line • Stay off the railings • Walk carefully with food and drinks • Sit in the tuckshop area to eat the food you purchased • Return tuckshop baskets to the right area
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Targeted behaviour support

Levels of Behaviour

Our goal is for a majority of our students (85 – 95%) to demonstrate Level 1 Behaviour (Green Zone students) almost all the time, responding in a consistently appropriate manner to the proactive, preventative whole-school approaches implemented at our school. The following chart shows the five levels of behaviour and an overview of student behaviour relating to the levels and examples of actions to be considered:

Level 1 Behaviour: (GREEN)

<i>Student Behaviour Level 1</i>	<i>Teacher</i>	<i>Parent Involvement</i>	<i>Administration</i>	<i>System/ external agency Support</i>
Students are responsible respectful and safe learners	Positive & Supportive -Implement “You Can Do It” social emotional program -Ensure that the PBL lesson is taught weekly with an explicit focus on the expectations -Celebrate whole class achievements -Reinforce positive behaviour with: positive comments, Student of the Week Awards, prize draws, rewards, gotchas -Celebrate achievements with parents, colleagues and administrators	-Invite parents and caregivers to weekly parades -Encourage parents to celebrate children’s achievement and school milestones -Recognition for Level 1 Behaviour recipients Platinum, Gold, Silver , -Students of the Week	--Provide on-going professional development for staff, especially new and graduate teachers through the school’s structured induction program -Acknowledge academic and social excellence	-On-going professional development for all teachers in a range of behaviour related matters eg YCDI, ESCM, NVCI.

Level 2 and 3 Behaviour - Targeted behaviour support: (YELLOW)

Occasionally 10 – 15 % of our students need additional targeted support, specific adjustments or program intervention. Most behaviour issues identified as Level 2 Behaviour (Yellow Zone students) can be dealt with effectively through low-level interventions. If students continue to behave inappropriately this is identified as Level 3 Behaviour (**Yellow Zone students**) requiring the implementation of mid-level intervention strategies. These strategies, interventions and support are described below:



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<i>Student Behaviour Level 2</i>	<i>Teacher</i>	<i>Parent Involvement</i>	<i>Administration</i>	<i>System/ external agency Support</i>
<p>Student engages in minor disruptions: attention seeking calling out, rudeness inappropriate touching, off-task and other inappropriate behaviours</p>	<p>Supportive -Encourage correct behaviour, discuss, model and reinforce social skills through YCDI, PBL lessons etc. -Hold Class Meetings, Circle Time (provide students with examples of appropriate self help strategies.), -Brainstorm appropriate strategies with colleagues. reinforce all appropriate behaviours, use a student buddy to monitor behaviour, use classroom time out for thinking time -Keep anecdotal records of behaviours and responses. -Record classroom Time Outs on One School.</p>	<p>-Teacher to inform the parent/carer of the child's behaviour. e.g. reflection sheet/parent letter telephone, incidental meeting</p>	<p>-Provide on-going professional development for staff, especially new and graduate teachers through the school's structured induction program -Provide support for teachers in developing successful non-punitive behaviour management strategies</p>	<p>-On-going professional development for all teachers in a range of behaviour related matters eg YCDI, ESCM, NVCI. -Seek support and expertise from range of professional supports for Behaviour, including AEP, psychologists, OTs, AQ</p>



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<i>Student Behaviour Level 3</i>	<i>Teacher</i>	<i>Parent Involvement</i>	<i>Administration</i>	<i>System/ external agency Support</i>
<p>Student engages in minor disruptions constantly: is unresponsive, violates the rights of others in minor ways</p>	<p>Supportive</p> <ul style="list-style-type: none"> -Use time out strategies with a colleague/‘buddy room’ -Seek admin support and suggestions -Supervised playground withdrawal before and during school time (Supervised Play or Time Out Room) -Implement Individual Behaviour Plan if required -Where appropriate, ensure that students Check In and Check Out each day with their Communication Books or Playground Books <p>If above strategies not effective complete SNAC Referral</p>	<ul style="list-style-type: none"> -Teacher to contact parent /carer via formal letter or telephone call to express concerns and arrange a time to discuss/collaborate to improve student’s behaviour. 	<p>(Where appropriate)</p> <ul style="list-style-type: none"> -Administration support <p>Students use a Communication Book to Check In, Check Out - each day with a nominated staff member</p> <p>-Referral to Special Needs Advisory Committee (SNAC) or other agencies for counselling and further investigations.</p>	<ul style="list-style-type: none"> -On-going professional development for all teachers in a range of behaviour related matters eg YCDI, ESCM, NVCI. -Seek support and expertise from range of professional supports for Behaviour, including AEP, psychologists, OTs, Bravehearts -Develop links with external agencies as appropriate eg DOCs, QPS, medical personnel, AQ

Intensive Behaviour Support (Red Zone Students)

A small percentage of our students (2 – 5%) may have highly complex and challenging behaviours (Level 4 and Level 5 Behaviour) affecting not only their own social and academic progress but that of their classmates as well. **These students have 6 or more incident referrals (referral to Buddy class, Admin or Time Out Room)** or require crisis management. Intensive intervention strategies need to be used when both low-level and mid-level interventions have not resulted in improved behaviours. Intensive interventions may also be used when a single incident is serious and needs to be dealt with thoroughly and systematically. Red Zone students will have an Individual Management Plan developed collaboratively between the Deputy Principal, the Class Teacher, the Parents/Caregiver and the student.



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<i>Student Behaviour Level 4</i>	<i>Teacher</i>	<i>Parent Involvement</i>	<i>Administration</i>	<i>System/ external agency Support</i>
<p>Student engages in major disruptions continually violates the rights of others, is persistently non-compliant, wilfully disobedient and shows no desire to change</p>	<p>Supportive -Referral to SNAC – provide detail of Level 2 and 3 interventions -Ensure that students Check In and Check Out each day with their Communication Books or Playground Books - Assist with preparation of an Individual Behaviour Management Plan for students who regularly engage in major disruptions Interview with parents/carers arranged by administrator -Regular review meetings scheduled</p>	<p>-Formal contact is made by the Administrator /AVT Behaviour and an Interview arranged with: - Student, Teacher, Parent, Administrator /AVT Behaviour and others (as required). The express purpose of this interview is to involve all relevant persons in developing and implementing the child’s Individual Behaviour Plan.</p>	<p>-Students use a Communication Book to Check In, Check Out - each day with a nominated staff member -Administrators/ AVT Behaviour support the development of Individual Behaviour Plan and supervise its implementation -Supervise negotiated time out in Time Out Room or Administration Block. -Referral to AEP/AVT Behaviour. -Allocate Time Out Room session/s if appropriate, arrange restricted or supervised play, place student on daily behaviour reporting, apply in school suspensions - in Admin or negotiated classroom -Principal to apply 1 - 5 or 6 – 20 day suspensions</p>	<p>-Involvement of: Guidance Officer, AVT Behaviour (in-class observations, withdrawal individual or group work) and other outside agencies -Positive Learning Centre (PLC/AEP) Bardon Rd Behaviour Support Programme Teacher Aide</p>



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<i>Student Behaviour Level 5</i>	<i>Teacher</i>	<i>Parent Involvement</i>	<i>Administration</i>	<i>System/ external agency Support</i>
<p>Student engages in serious major disruptions, seriously violates the rights of others and shows no desire to modify Level 4 behaviour</p>	<p>-Immediate referral to admin. -Ensure that students Check In and Check Out each day with their Communication Books or Playground Books -Assist the implementation of Individual Behaviour Management Plan -Participate in reviews of Individual Behaviour Management Plan</p>	<p>-Parents contacted by Administrator -Parents involved in implementation of Individual Behaviour Management Plan</p>	<p>-Students use a Communication Book to Check In, Check Out - each day with a nominated staff member -Administrator/ AVT Behaviour supervise the implementation of the student's Individual Behaviour Management Plan, apply in school suspensions, arrange appropriate intervention by outside agencies. -Principal to apply 1 – 5 or 6 - 20 day suspensions, Behaviour Improvement Condition with provision for appeal to the Regional Director. -Principal to arrange alternative program. The principal may propose exclusion.</p>	<p>-Involvement of outside agencies: Bardon Road Behaviour Support Programme Capalaba AEP Tennyson Special School Child and Youth Mental Health (CYMHS) Child Safety Regional Office Central Office. Principal's Supervisor</p>

5. Consequences for unacceptable behaviour

Thornlands 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.



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Positive behaviours gain positive consequences while inappropriate behaviours result in negative consequences. Consequences are developed with the children to promote ownership and awareness of responsibility. All inappropriate behaviours have natural or logical consequences.

To promote ownership and awareness of responsibility classroom consequences should be developed in the classroom with the students. Each teacher sends their Classroom Behaviour Management Plan (including positive and negative consequences) home to parents at the beginning of the year (see Appendix 9).

All students need guidance when discussing consequences to ensure they are logical and appropriate. To be effective, consequences need to be seen as fair and just. Most logical consequences are used to avoid unsafe natural consequences.

The circumstances surrounding a particular incident are always taken into consideration when recommending consequences that are delivered fairly and consistently using the **Responsible Thinking Process Questions**.

Minor and major behaviours

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

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

Minor behaviours are those that:

- are minor breaches 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
- do not require involvement of specialist support staff or Administration.

Responsible Thinking questions (Ed Ford)

When problem behaviours are identified the student will be asked the following questions:

- What are you doing?
- What are the rules?
- What happens when you break the rules?
- Is that what you want to happen?
- What are you going to do now?

The following consequences are recommended for non-productive behaviours demonstrated by students:



Guidelines for Managing Minor Breaches of Code of School Behaviour	
Level 2 Inappropriate Behaviour	Possible Consequences

Mostly self-managed

RESPONSIBLE THINKING QUESTIONS
 What are you doing?
 What are the rules?
 What happens when you break the rules?
 Is that what you want to happen?
 What are you going to do now?

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Prohibited items

- Bringing toys to schools e.g. cars, dolls, cards etc.

Non-compliant with routine

- Walking around while eating or drinking
- No hat
- Non-work related chat –occasionally
- Arriving late for class (between sessions or lunch breaks)
- Low level off-task behaviour
- Not following instructions
- Out of bounds- in school
- Littering
- Tapping, humming, whistling etc.
- Littering
- Copying others' work

Verbal Misconduct

- Non-threatening/non directed verbal or gestural messages used within conversation unintentionally

IT Misconduct

- Looking at child-friendly but incorrect web-sites
- Low level misconduct e.g. too rough with keyboard, carrying lap-top with one hand or using someone else's

Other

- Interfering with others' games
- Throwing an acceptable object without care

Persistency (3 times) of any of the above behaviours would be classed as Level 3

Natural or logical consequences

(used in conjunction with Responsible Thinking Questions)

- Name recorded
- X added or name moved along chart
- Time out in class
- Time out in the playground
- Community service (eg picking up litter)
- Make up time
- Consider seating plan
- Walk with teacher
- Counselling by teacher
- Parent contact informal or formal after 3rd breach
- Teacher judgement required about other minor infringements that may occur
- These minor behaviours if dealt with appropriately as above and no evident improvement becomes Level 3 Behaviour.

N.B.

- **Consequences should be developmentally appropriate and context specific**



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Level 3 Inappropriate Behaviour	Possible Consequences
<p style="text-align: center;">Teacher Management required occasionally at a low level.</p>	<p style="text-align: center;">RESPONSIBLE THINKING QUESTIONS What are you doing? What are the rules? What happens when you break the rules? Is that what you want to happen?</p>
<p>Prohibited Items</p> <ul style="list-style-type: none"> Bringing inappropriate items to school such as toys, phones, ipods (not following school policy) <p>Verbal Misconduct</p> <ul style="list-style-type: none"> Verbal disrespect to staff and students e.g. 'that's not fair', 'tsssk', eye rolling (insolence), repeatedly calling out and putting hand up etc. Low level bullying – ie, teasing Non-threatening/non directed verbal or gestural messages used within conversation (e.g. low-level empty threats - repeated) Talking back/back chatting <p>Non-compliant with routine</p> <ul style="list-style-type: none"> Ignoring instructions No hat (consistently) Unsafe behaviour (e.g. chair rocking, throwing objects in room, running with scissors etc) Late for class (between sessions and lunch breaks – deliberate) Out of bounds Persistent talking, wandering, out of chair etc.) Misuse of classroom and student materials e.g. breaking pencils, ripping school work Riding bikes, skateboards, scooters in school grounds <p>Physical Misconduct</p> <ul style="list-style-type: none"> Not keeping hands and feet to self (play fighting/rough play) <p>IT Misconduct</p> <ul style="list-style-type: none"> Low-level vandalism – cleanable Looking at non-school material Using email inappropriately (e.g. emailing parents (bullying is more serious)) Using Facebook and other prohibited social media <p>Other</p> <ul style="list-style-type: none"> Refusal to follow goals, targets etc. as outlined in Communication Books Persistent Level 2 behaviours 	<p>Natural or logical consequences (used in conjunction with Responsible Thinking Questions)</p> <ul style="list-style-type: none"> Name moved along chart Natural or logical consequences e.g. toys confiscated until the end of the day Time out in class Buddy Room Make up time Consider seating plan in classroom Walk with teacher Teacher counselling Teacher completes One School referral Student completes reflection sheet which is sent home Parent contact informal or formal after 3rd breach Time Out Room (playground) Buddy class (classroom) Supervised Play <p>N.B.</p> <ul style="list-style-type: none"> Consequences should be developmentally appropriate and context specific



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Major breaches of Code of 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.

The focus at Thornlands State School is always on proactive, preventive whole school approaches to a safe and supportive learning environment however, certain types of behaviour are unacceptable and possible consequences may require the most stringent step of exclusion. This consequence would only be used after consideration has been given to all other responses and the unique circumstances of the situation have been considered. For example, students involved in selling or supplying drugs, violent assaults or use of weapons could expect a proposal for exclusion.

Suspension and exclusion are options for addressing serious behaviour difficulties. Students who are demonstrating persistent or dangerous inappropriate behaviours at Level 4 may be suspended for up to 5 days. Students demonstrating persistent or dangerous inappropriate behaviours at Level 5 may be suspended for up to 20 days.

Not following the school uniform code may also result in detention, removal from representative activities and excursions. Staff may choose to provide other options e.g. use of 2nd hand uniforms.

Modified programs may be considered only after consultation with family/carer. This would usually be of a short term duration to build success for the student and to provide opportunities to design specific interventions to support the student.

Guidelines for Managing Major Breaches of Code of School Behaviour	
Level 4 Inappropriate Behaviour	Possible Consequences
<p>Teacher + Deputy Principal + Parent Management</p>	<p>RESPONSIBLE THINKING QUESTIONS What are you doing? What are the rules? What happens when you break the rules? Is that what you want to happen? What are you going to do NOW?</p>
<p><u>Verbal Misconduct</u></p> <ul style="list-style-type: none"> • Threatening/aggressive verbal or gestural interactions directed at staff or students e.g. swearing, name calling, abusive language, racial slurs <p><u>Truancy/Skipping Class</u></p> <ul style="list-style-type: none"> • Leaving classroom/school grounds without permission 	<p><u>Natural or logical consequences</u> (used in conjunction with Responsible Thinking Questions)</p> <ul style="list-style-type: none"> • One School referral, exit Office • Time out or Office • Communication Book/Behaviour



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<ul style="list-style-type: none"> • Failing to attend school (truancy) <p><u>Physical misconduct</u></p> <ul style="list-style-type: none"> • Intentional physical aggression (punching, hitting, kicking, biting, hair-pulling, scratching, spitting, throwing objects etc. – severity will determine level and consequences) • Fighting or encouraging others to be violent • Inappropriate sexual contact (consensual and non-consensual) <p><u>Other conduct prejudicial to the good order and management of the school</u></p> <ul style="list-style-type: none"> • Vandalism • Dangerous behaviour - climbing on roof/port racks,, walkways, toilets • Public conduct that causes disruption to school management and routines (e.g. Facebook bullying or inappropriate references, inappropriate use of email, outside school fights, theft/shoplifting etc.) • Possession of banned/unlawful substances, or objects/weapons at school <p><u>Non-compliant with routine</u></p> <ul style="list-style-type: none"> • Leaving or failing to return to class –hiding in toilets, gardens etc. • Persistent non-compliance and wilful disobedience <p><u>IT Misconduct</u></p> <ul style="list-style-type: none"> • Inappropriate internet access/computer damage <p><u>Bullying/harassment</u></p> <ul style="list-style-type: none"> • Severe and ongoing bullying (physical, verbal, persistent teasing, exclusion, visual, spreading rumours) • Delivering disrespectful messages (electronically, verbally or gestural) to another person that includes threats, intimidation, obscene language etc. <p><u>Other</u></p> <ul style="list-style-type: none"> • Stealing • Unacceptable moral behaviour e.g. urinating in public • Inappropriate behaviour whilst on an excursions or other out of school activities • Persistent Level 3 Behaviours (eg continued insolence, non compliance) 	<p>Contract</p> <ul style="list-style-type: none"> • Make up time • Consider seating plan in classroom • Counselling from teacher/admin • Parent Contact • Supervised Play • AEC Referral • AVT Behaviour Support • Individual Behaviour Management Plan • Loss of privileges for future excursions/or parents attend future excursions • In-School Withdrawal from Class Activities • Suspension (1-20 days) <p>N.B.</p> <ul style="list-style-type: none"> • Consequences should be developmentally appropriate and context specific
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Level 5 Inappropriate Behaviour	Possible Consequences
<div data-bbox="368 264 804 584" style="border: 2px solid yellow; border-radius: 15px; padding: 10px; text-align: center;"> <p>High Level Management</p> </div>	<div data-bbox="1046 264 1477 607" style="border: 2px solid yellow; border-radius: 15px; padding: 10px; text-align: center;"> <p>RESPONSIBLE THINKING QUESTIONS What are you doing? What are the rules? What happens when you break the rules? Is that what you want to happen? What are you going to do NOW?</p> </div>
<p>Verbal Misconduct</p> <ul style="list-style-type: none"> • Verbal abuse involving staff member or student. Behaviours are deliberate and maybe public. • Racial, religious or sexual vilification <p>Truancy/Skipping Class</p> <ul style="list-style-type: none"> • Persistently leaving classroom/school grounds without permission • Persistently failing to attend school <p>Threat/s to other</p> <ul style="list-style-type: none"> • Sexual, emotional abuse involving staff member or student <p>Substance misconduct involving illicit substance</p> <ul style="list-style-type: none"> • Association with, possession of and/use of on school premises or related school activity • Smoking (<i>possession of smoking materials, in company of smokers, caught in the act of smoking</i>) <p>Prohibited items</p> <ul style="list-style-type: none"> • Possession and/or use of objects such as matches, lighter, pocket knives, lasers etc. <p>Physical misconduct</p> <ul style="list-style-type: none"> • Serious and/or ongoing Intentional physical aggression/abuse towards staff and students (punching, hitting, kicking, biting, hair-pulling, scratching, throwing objects etc.) • Fighting 	<ul style="list-style-type: none"> • One School referral/Exit to Office • Parent Contact • AEC Referral • AVT Behaviour Support • Individual Behaviour Management Plan • Loss of privileges for future excursions/or parents attend future excursions • Suspension (1-20 days) • Exclusion • Behaviour Improvement Condition • Admin referral to outside agencies, police etc. if required or appropriate. <p>N.B.</p> <ul style="list-style-type: none"> • Consequences should be developmentally appropriate and context specific



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Other conduct prejudicial to the good order and management of the school

- Vandalism
- Bringing the school into disrepute on Excursions and other Out of School Activities

Misconduct involving and object

- Deliberate throwing objects at staff or students such as rocks, sticks, books etc.

IT Misconduct

- **Misuse of Electronic Devices e.**
 - *Laser – shining in students eyes*
 - *Mobile Phones - Taking illegal photographs, texting, recording etc.*
 - *Bringing, taking or sharing inappropriate images*
- **Computers and other ICT Resources**
 - *damage to hardware or violation of ICT agreement*
- **Other**

Playground Management

- Playground duty is the teachers' and school's moral and legal responsibility in terms of duty of care. Supervision is provided on a rostered basis during morning and lunch breaks.
- It is our shared responsibility to ensure students are able to eat in a healthy environment and to play safely, free from harassment.
- At the beginning of each term, and regularly in class, teachers will discuss the rules and ensures each student fully understands the rules. *(See Appendix 1, Appendix 3 and Appendix 16)*
- Teachers and playground supervisors will use the Responsible Thinking Process when discussing incidents in the playground. *(See Appendix 4)*

Playground Rules

To ensure consistency the following will be observed as the school's playground rules *(See Appendix 3)*. As A Learner, I will:

- Be Safe
- Be Responsible
- Be Respectful



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Duty Teacher Responsibilities:

- Collect the Duty Folder from the office and return on the completion of the break.
- Make suitable arrangements to cover duties during excursions.
- Be familiar with the duty timetable, areas, school rules, procedures and the contents of the duty folder.
- Be punctual.
- Be vigilant on duty by:
 - Continually walking around the entire duty area.
 - Seeking out all 'hidden places'
 - Talking with students to build friendly relationships
 - Giving praise/gotchas where appropriate
 - Investigate and identify problems/complaints using the 'Responsible thinking Process (See Appendix 4)
 - Wear a sun safe hat.
- Ensure that you follow the guidelines below to ensure consistency across the school.
- Be ON DUTY when on duty. Try to predict problems before they arise. PREDICT AND PREVENT.

Interpreting and Implementing our Playground Rules

To assist staff in interpreting and implementing the playground rules, minor and major behaviours have been agreed upon and the 'Time Out Ticket' (See *Appendix 6*), in each duty folder, lists a range of major behaviours. Appropriate consequences are suggested in the Levels of Behaviour document above. This is provided to ensure consistency and fairness and to encourage a school culture in which students are given the opportunity to learn more appropriate behaviours when they make mistakes.

- General guidelines when determining appropriate consequences are to consider...
 - Safety of children and adults
 - Rights of others and whether these have been abused
 - Context in which the behaviour occurs.
- Investigate. Use some form of problem solving (eg. Responsible Thinking Process-Appendix 4)
 - Listen to students equally and fairly
 - Determine the problem (check this with the children)
 - Identify the cause
 - Facilitate solutions and/or restitution
- Consider whether...
 - The resulting consequence is already sufficient.
 - The consequence is appropriate
 - Any consequence is necessary at all
 - Any consequence is needed. (In many cases, a reminder may be sufficient to solve a problem)
 - Whether you need to refer the matter further or not.

Important Things To Consider:

- It is essential all problems reported to supervisors are acted upon and where possible resolved. Dismissing students' reported problems without investigation may result in further problems later on for all those



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involved.

- Whatever behavioural standards are expected of students need to be modelled by supervisors on duty.
- All directions given to students by supervisors must be clear, simple and not open to misinterpretation.
- When situations arise, which are not covered by the rules, then....
 - Tell the student that the behaviour is unacceptable
 - Give a reason (eg safety, respect)
 - Give a direction to refrain from the behaviour
 - If the student engages in the same behaviour again, then the consequence is as for *not following directions*.
- Recognition of appropriate behaviours is of equal, if not greater importance than setting limits for inappropriate behaviour. This recognition should be reflected in how time is spent on behaviour management. If positive recognition does not occur then some students will continue to escalate inappropriate behaviours to gain negative attention.

Positive Consequences

Teachers will look for opportunities to reward students for positive behaviours such as:

- Co-operating with others
- Respecting others
- Showing concern for others
- Cleaning up litter
- Gottchas (to be entered in a weekly prize draw on Parade) will be given to reinforce and acknowledge good behaviour (See Appendix 5). At each school parade, a Gottcha will be drawn out of the box. The winner receives a fruit ice treat from the tuckshop.
- Verbal praise
- Non-verbal reinforcement-a smile, a handshake, thumbs up
- Whole School Positive Behaviour Reward System (See Appendix 2)

Disciplinary (Negative) Consequences

- Seats around the school will be identified as designated places for Time Out from play for a period of time, to be utilized by duty teachers, as a logical consequence when considered appropriate.
- For Minor Behaviours (as per 'Levels of Behaviour') no recording is required. Warning/rule reminder. Imposition of logical consequences as deemed appropriate by duty teacher.
- For Major Behaviours, (as per 'Levels of Behaviour') names and behaviours need to be recorded to inform the relieving duty teacher.
 - Time Out seat 5-10 minutes
 - Walking with teacher
- For Major Behaviours (as per Levels of Behaviour)-the student will immediately be withdrawn from play, issued with a Time Out ticket (pink slip) (See Appendix 6) and either accompany the duty teacher or be referred straight to the office if deemed necessary.
 - Time Out room
 - Immediate removal from playground if required
 - Complete pink slip



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Crisis Management (Severe Incident) Plan

- Each classroom teacher and playground teacher is equipped with a Red Card.
- When an incident occurs which is severe and the safety of staff/students may be at risk the person in charge immediately send the card to the nearest staff member (or Administrator). The staff member will immediately inform the Office and then assistance will be provided.
- Administrators will respond immediately.
- Students should be removed if personal safety is at risk.
- Debriefing Report to be followed (See Appendix 17)

Time Out Room

A Time Out Room will operate in every first break, Mondays to Thursdays, as a consequence for inappropriate behaviour. It aims to:

- Operate as a positive reactive strategy for students requiring removal from the playground.
- Where appropriate, assist student in developing a personal plan to manage or modify their behaviour in the playground.
- The Time Out room must not be used for the completion of homework or as an in class detention.

Time Out Room Procedure

1. The Playground Duty Teacher

When issuing a Time Out Slip (pink slip) in the playground, it is the teacher's responsibility to:

- Investigate and identify the real problem fully using the Responsible Thinking Process.
- Record the behaviour on a Time Out Slip. This should be read back to the child, asking if it is true or if anything needs to be added/omitted.
- Direct the child to accompany them for the remainder of the break and clips the Time Out Slip to the Time Out clipboard before the next break.

2. The Student

If a student receives a Time Out Slip in the playground, it is their responsibility to:

- Go to the Time Out Room in the next break.
- Fill out a Reflection sheet which promotes the Responsible thinking Process.
- Take home a letter informing parents to be signed (See Appendix 7)
- Return the letter to their class teacher or Timeout room the following day.

If a student chooses not to complete the Time Out, they will attend two sessions. If they continually choose not to complete the Time Out at the designated time they will be referred to Admin, parents will be contacted and additional time out will be imposed. If a student does not return the parent letter the day after Time Out they will receive two warnings after which time Admin will contact parents if necessary



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3. The Time Out Teacher

The Time Out Teacher will:

- Supervise students in completion of a reflection sheet and plan for behaviour change.
- Record attendance on spread sheet (See Appendix 8)
- Follow-up with classroom or duty teachers as necessary re student completion of time outs
- Monitor repeat offenders and report concerns to Admin
- Students who repeatedly incur will be placed on an Individual Playground plan. Admin and duty teachers will be advised of the particular plan.
- Time Out incidents are to be recorded on Oneschool by a teacher-aide.

Classroom Management

Within the first week of the school year each teacher will prepare a class management plan in consultation with students. The plan will consist of rules, positive reinforcements and disciplinary consequences. After being approved by the Administration, the plan will be sent home to parents. (See Appendix 9 for proforma)

Each class plan is based on the premise that teachers have the right to teach and students have the right to learn in a safe and supportive environment.

The classroom management plan should meet the following criteria.

- Involve students in negotiating behavioural expectations and consequences
- State the three school rules
- Provide a systematic approach to the positive reinforcement of appropriate behaviour
- Include stepped consequences from least intrusive to most intrusive
- The plan is to be submitted to administration for approval
- A copy of the plan is sent to every parent to discuss with their children and seek agreement
- Ensure that rules, consequences and rewards are clearly visible, understood by the students and revised frequently.
- Encourage every child every day and send positive notes home frequently
- Record positive and negative behaviour incidents on Oneschool

Students may only bring special items to school if it is part of the classroom program. If a special item, such as a toy or an electronic devise is brought to by a student at any other time, staff may temporarily remove the item until the end of the school day. The item can then be collected by the student. Mobile phones and electronic devises are to be handed to the class teacher or the office at the beginning of the day and collected at the end of the day. (See Appendix 14 'The Use of Personal Technology Devices at Thornlands')

Staff may remove objects being deemed inappropriate for school and parents will be contacted.

Please note: the school will not be held responsible for any inappropriate or special object if it is to go missing or is damaged.



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Recognition of Appropriate Behaviours

- In managing student's behaviour, it is essential that a balanced approach be followed.
- An over-reliance on limit setting/undesirable consequences is adopting a hostile approach to students, is in no-one's best interest and is likely to result in ineffective management.
- The crucial factor in managing behaviour is what we do, when students exhibit appropriate behaviour
- We believe that acknowledging appropriate behaviour is not only a proactive strategy to prevent inappropriate behaviour, but also a tool that encourages and builds a student's self-worth and self-esteem.
- Rewards should be age-appropriate and valued by the students
- Positives should never be taken away for misbehaviour
- A combination of individual, group/whole class recognition should be implemented
- Students should earn rewards within a realistic time-frame.

EXAMPLES: (Note that this list is not exhaustive and is only limited by your imagination)

<ul style="list-style-type: none"> • Certificates • Pencils • Free time • Letters Home • Stamps • Phone call home 	<ul style="list-style-type: none"> • Spend time with a favourite teacher • Send to other classes to show work • Special duty/responsibility • Use of special equipment • Chart for progress • Sport
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Responding to Inappropriate Behaviour

- Consequences for negative behaviour will be stepped in severity from least intrusive to most intrusive. The first will always be a warning and at some point consequences will involve time out in class. Other suggestions include written apologies, loss of play time and time out in a buddy class (See Appendix 9 'Classroom Behaviour Management Plan')
- Each classroom must have a Time out/Reflection area. The main purpose of this area is to give the students opportunity to reconsider their unacceptable behaviour and plan acceptable choices. (See Appendix 10 a,b)
- Each class is to have a buddy class. A student can be exited to the buddy class.
- Exiting a Student to the Office or Buddy Class - A "Classroom Referral Form" (See Appendix 12) needs to be completed by the teacher. A phone call to the office is necessary to ensure a member of Administration is available. If the student chooses not to go to the office a member of Administration will collect the student.



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- If a student is exited from the class-either to classroom time out, Buddy class or Office, it is important for all members of the class including the teacher, to support the student's decision to return to work. A re-entry process will occur involving the student, teacher and Administration.(See Appendix 15) Encouragement, positive feedback and praise from the teacher show the student and their peers, that you are supportive of the individual's efforts to think and behave responsibly. In modelling this support the teacher rebuilds the relationship with the student.
- Buddy Class and Office exiting must be recorded on Oneschool by the classroom teacher.

Intensive behaviour support

Administrator's Management Plan

Bullying, Cyber-bullying, fighting, the deliberate use of abusive language to supervisors or an on-going pattern of disruptive, non-compliant behaviour are serious as they infringe on the rights of others to learn, work or play in a safe, supportive environment. See Appendix 13 a 'Thornlands State School Anti-Bullying Policy' and Appendix 13 b 'Cyber Bullying Policy'. Offending students should be referred to the Office as outlined in the playground and classroom management procedures to be dealt with by an Administrator. Parents will be contacted usually by phone and/or letter informing them of the issues of concern. The incident is to be recorded on Oneschool by the class teacher and Admin.

Students may:

- Be severely reprimanded and counselled
- Complete unfinished work in play time
- Receive a number of days out of play
- Plan for behaviour change
- Be given an Individual Play Plan
- Have a period of community service imposed upon them
- Be removed from class for a period of in-school detention time
- Have access to school computer system removed for a period of time.
- Be warned of the possibility of suspension if the behaviour continues
- Suspension and/or exclusion.

Students identified as having serious behavioural difficulties will be put on an Individual Behaviour Management Plan which will be determined collaboratively by the class teacher, administrators, behaviour management personnel and parents.

The planning process may include:

- Identification of student's primary behavioural need
- Recorded observations to establish a behaviour profile
- Establishment of behavioural goals and strategies to meet student needs based on data gathered
- Planning of lessons to teach appropriate behaviour
- Development of positive reinforcement schedules matched to student needs
- Individual training of teachers in implementation of Individual Behaviour Management Plans
- Referral of student to school nurse, guidance officer to facilitate possible medical interventions if required



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Appropriate on line behaviour is encouraged by pro-active strategies such as cyber safety lessons for students and workshops for parents. (Please refer to Appendix 13b, Thornlands Cyber-Bullying Policy). Inappropriate on line behaviour which affect's the school's good order and management will be referred to Administration. Parents will be contacted and the matter will be referred to the Guidance Officer if deemed necessary.

6. Emergency responses or critical incidents

It is important that all staff are equipped in how to respond to emergency situations or critical incidents involving severe problem behaviour. 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.

- Remove any other students in the vicinity.

- 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.

Help staff to recover from what may have been a traumatic incident and



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provide ongoing support if needed.

o 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 Thornlands'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.

A number of staff are trained in non-violent crisis intervention.

Consequences for unacceptable behaviour

- The Principal has the discretion to implement suspension/exclusion procedures as she/he deems necessary and appropriate, following a full investigation of the issue/event. This measure will only be used after consideration has been given to all other responses.
- Any bullying incident will be dealt with as soon as it becomes known to the school. All teachers will be inducted in the Thornlands Anti-Bullying Policy (See Appendix 13a). Referral to Administration may be necessary. In these cases, the Administrator's Management Plan will be followed.
- Appropriate on line behaviour is encouraged by pro-active strategies such as cyber safety lessons for students and workshops for parents. (Please refer to Appendix 13b, Thornlands Cyber-Bullying Policy). Inappropriate on line behaviour which affects the school's good order and management will be referred to Administration. Parents will be contacted and the matter will be referred to the Guidance Officer if deemed necessary. The student may have their access to the school computer system taken away for a period of time.
- Extensive feedback from parents and staff has informed the following list of types of behaviours which may result in the consideration of a suspension
 - o Wilfully engaging in a pattern of unprovoked physical and/or verbally aggressive behaviour (eg abusive swearing) against others
 - o Deliberate actions endangering themselves and/or others
 - o Wilfully damaging or destroying, or conspiring to damage or destroy another's property or the property of the school.
 - o Immoral behaviour
 - o Illegal behaviour eg. Smoking. Substance abuse, weapons etc
 - o A pattern of behaviour which is purposely and intentionally attempting to disturb the smooth operations of the school (ie, ongoing, repeated and deliberate breaking of the classroom or playground rules.)

The duration of the suspension will be determined by:

- o The severity of the incident/s
- o The degree of the conscious intent
- o The student's previous history



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5. Network of student support

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

- Parents
- Teachers
- Support Staff
- Head of Curriculum
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Positive Learning Centre Staff
- Senior Guidance Officer
- School Chaplain
- School Based Police Officer at CDSHS
- School based Nurse at Redlands District Special School

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
- Autism QLD

6. 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.

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

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

7. Related legislation

- Commonwealth Disability Discrimination Act 1992



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- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

8. Related policies

- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
- SMS-PR-027: 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-004: Using the Department's Corporate ICT Network
- IFM-PR-010: Managing Electronic Identities and Identity Management
- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

Endorsement

<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Principal Executive Director or	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> P&C President or Chair, School Council (Schools)	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Regional Executive Director
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Date effective:

from to