



The Code of School Behaviour

Better Behaviour
Better Learning



CLOYNA STATE SCHOOL

Responsible Behaviour Plan for Students

1. Purpose

Cloyna State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

2. Consultation and data review

Cloyna State School developed this plan in collaboration with our school community. Broad consultation with PBL Regional Co-Ordinator, parents, staff and students was undertaken through survey distribution and community meetings held during February 2017. A review of school data sets from 2014 – 2017 also informed the development process.

The Plan was endorsed by the Principal and the President of the P&C.

3. Learning and behaviour statement

All areas of Cloyna State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. Our school-wide framework for managing behaviour is Schoolwide Positive Behaviour Support.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Cloyna State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following school values to teach and promote our high standards of responsible behaviour:

- Be safe
- Be responsible
- Be respectful.

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

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

A range of strategies are used for promoting positive behaviours. These strategies include whole-school approaches - applied to all students, and





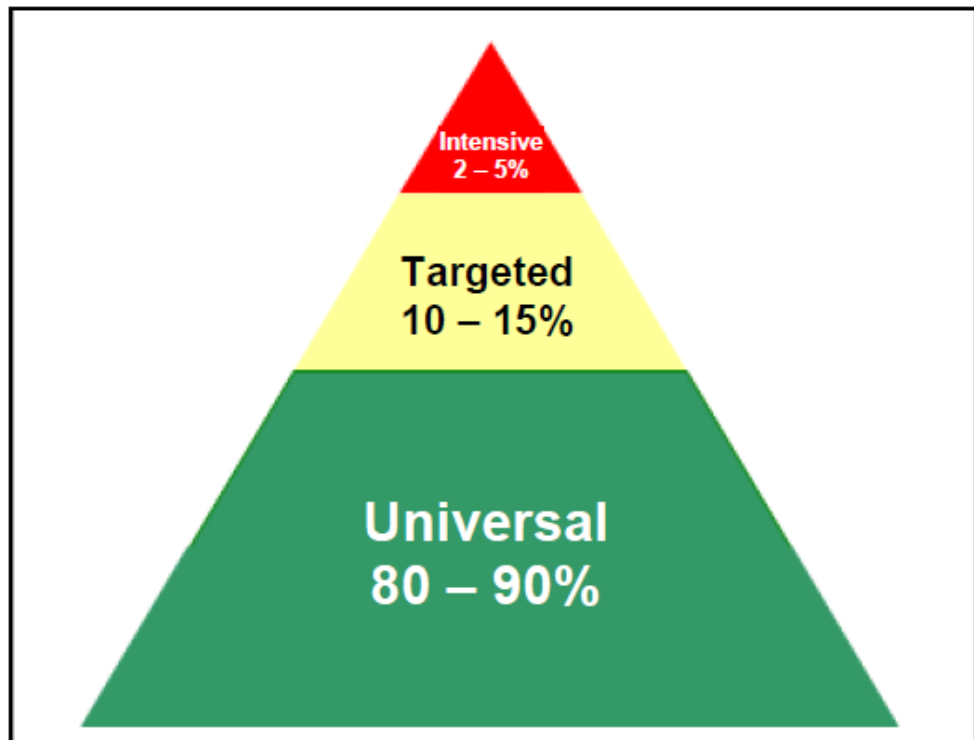
The Code of School Behaviour

Better Behaviour
Better Learning

individual strategies designed specifically for some students to achieve their personalised goals as detailed in their Individual Behaviour Support Plan (IBSP).

Guidelines for implementing these strategies include:

- Being proactive, rather than reactive
- Recognising, valuing and celebrating individual strengths and abilities
- Only non-aversive strategies are used
- Being flexible and dynamic in our approach and being responsive to review and evaluation
- Remaining abreast of the latest research and best practice in strategy development
- Recognising the importance of, and working constantly to create, build and maintain positive interactions amongst all members of our school community



Universal behaviour support

The first step in achieving positive behaviour is through communicating and explicitly teaching expectations to **all students**.

At Cloyna S.S. we use a range of proactive strategies, and these are implemented as preventative measures to decrease the likelihood of contextually inappropriate behaviours

Communicating behavioural expectations is a form of universal behaviour support directed towards **all students** and is designed to prevent problem behaviour and provide a framework for responding to unacceptable behaviour.

The School-wide Expectations Teaching Matrix below outlines our agreed upon behavioural expectations across the range of school settings.

These expectations are communicated to students via:

- Explicit teaching of specific behaviours,
- Behaviour Expectation Flowchart in each teaching space and through
- Reinforcing desired behaviours during classroom and non-classroom activities.

Staff at Cloyna SS also recognise the importance of establishing and maintaining positive relationships with students and their parents/carers, and acknowledge that in developing these relationships the incidents of inappropriate behaviour reduces.



The Code of School Behaviour

Better Behaviour
Better Learning

- **Targeted behaviour support**

Supportive services and skills acquisition programs are provided by a variety of people, organisations and processes. Students and parents/carers are able to self-refer to support personnel or staff can refer students via the Student Support.. The Student Support is the referring and monitoring group for all students at risk, receiving support and needing support.

- **Intensive behaviour support**

Cloyna State School students who require intensive individual support are able to access specific support personnel, programs and/or use outside agencies. Students and parents/carers are able to self-refer to support personnel. These may include Guidance Officer or Behaviour Support Personnel.

Positive Rewards

A key feature of Positive Behaviour Support is the acknowledgment and rewarding of students who are performing at a high standard with regards to their effort and behaviour at school. Cloyna State School believes that the direction of energy and resources towards students, who are demonstrating appropriate behaviours, rather than those demonstrating inappropriate behaviours, will encourage more students to make the right choices.

The 'PBL Rewards' program aims to reward students who are demonstrating positive behaviour. Every time that a student is seen exhibiting the right behaviours, they will get Cloyna coins. Depending on the number of coins they have, students are able to purchase in week 5 and 10 from the Cloyna Rewards shop.

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Cloyna State School we emphasise the importance of explicitly teaching students the behaviours we want them to demonstrate at school. A set of behavioural expectations in specific settings has been attached to each of our three General Expectations. The Behaviour Expectations Matrix on the following page outlines our agreed values and specific behavioural expectations in all school settings.

Values	Specific Behaviours Across Setting					
	Schoolwide	Learning Area	Transition Times	Break Times	Toilets	Bus Travel
Be Safe	<ul style="list-style-type: none"> Keep hands and feet to self Walk on concrete Stay in school grounds Leave personal effects at home Use equipment and resources as intended Be Cyber Safe 	<ul style="list-style-type: none"> Sit safely Walk inside Wear personal protective equipment 	<ul style="list-style-type: none"> Walk and stay with group Carry equipment safely 	<ul style="list-style-type: none"> Wear hat and shoes Eat your own food 	<ul style="list-style-type: none"> One person one cubicle Wash hands with soap Use toilet and paper as intended 	<ul style="list-style-type: none"> Remain seated Keep windows closed Wear seatbelt Face forward
Be Respectful	<ul style="list-style-type: none"> Use school appropriate language and actions Use hello, goodbye, please, thank you Show whole body listening Wait for your turn Give others personal space Encourage others 	<ul style="list-style-type: none"> Use inside voice 	<ul style="list-style-type: none"> Walk quietly through school 	<ul style="list-style-type: none"> Share equipment as directed 	<ul style="list-style-type: none"> Flush toilet 	<ul style="list-style-type: none"> Follow driver requests Leave others belongings alone Use quiet inside voice
Be responsible	<ul style="list-style-type: none"> Ask permission before leaving group/class Right place, right time Tell the truth Take care of property Return equipment to where it belongs Follow adult instruction Follow routines 	<ul style="list-style-type: none"> Keep workspace tidy Have equipment ready Follow timetable/daily schedule Use ICTs as directed 	<ul style="list-style-type: none"> Move to designated area when directed 	<ul style="list-style-type: none"> Put rubbish in bin Play approved activities 	<ul style="list-style-type: none"> Turn off taps Keep space clean Straight there straight back 	<ul style="list-style-type: none"> Keep the inside of the bus clean Keep belongings in bags



The Code of School Behaviour

Better Behaviour
Better Learning

5. Emergency responses or critical incidents

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe. An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action. **Severe problem behaviour** is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy. If a **severe incident** occurs in a classroom, staff will send another student to the office or Principal immediately. The Principal will directly attend to this emergency.

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 redirect 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).

6. Consequences for unacceptable behaviour

In a productive classroom, all students are on task and no disciplinary action is required. Positive reinforcement of appropriate behaviours and positive achievements could include; verbal reinforcement, the PBS Rewards Program, phone calls/letters/emails to parents for good behaviours/achievements and record of achievements for formal acknowledgement.

Whilst the focus is on proactive and preventative approaches, certain behaviour requires intervention and consequences. These behaviours range from the Stage 1 types which are managed within the classroom, to the Stage 3 types which are managed through Administration.

In 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.



Incidental or Minor Behaviours	Possible Consequences
Dealt with by teacher or teacher aide. Use ESCM and ECP skills – if an individual child or group of children repeat any of these behaviours during a single lesson/session record as a minor. Issue a white slip and consequences for the behaviour by the teacher or teacher aide	
<ul style="list-style-type: none">• Calling out• Late for class• Homework incomplete• Failure to bring equipment• Inattention• Spitting• Electronic equipment/ valuables/phones• Rudeness to others• Play fighting• Uniform/hair/makeup• Litter• Inappropriate use of ICT, Electronica & recording devices• Inappropriate displays of affection• Minor health and safety issues eg. Swinging on chairs, throwing small objects etc• Eating and drinking in the classroom (water OK)• Not following instructions (e.g. leaving classroom without permission)• Undue noise (tapping pencils)• Inappropriate language (not including swearing)	<p>Teacher or teacher aide initiated actions could include:</p> <ul style="list-style-type: none">• Verbal correction• Apology• Loss of privileges• Detention• Classroom meeting• Verbal negotiation• Reminder of classroom expectations• In-class separation or isolation• Removal from classroom for one-on-one resolution• Send student to buddy class• Assign student to accompany you on playground duty• Assign student a lunchtime detention• Contact with parents• If repeated incidents of the above actions produce no improvement in the student's behaviour, then the student should be referred to Major behaviours



Major Behaviours	Possible Consequences
Issue a yellow slip and refer to Principal	
<ul style="list-style-type: none"> • Deliberate Inappropriate language (Swearing) • Consistent lack of classwork • Destruction of property • Aggressive behaviour towards others (harassment/victimisation) • Skipping or leaving classes • Leaving the school grounds • Truanting the full day • Persistent Inappropriate use of ICT's, Electronica & recording devices • Verbal Assault • Physical aggression • Threats of physical harm • Sexual harassment • Bullying * • Supply, possession and/or use of drugs • Smoking • Stealing • Vandalism • Violent assault • Sexual misconduct • Bringing Weapons (including fake) to school • Use of ICT's, Electronica & recording devices with the intent to harass or victimise others. 	<ul style="list-style-type: none"> • Suspension in line with Queensland Department of Education, Training and The Arts Policy <i>SMS-PR-021: Safe, Supportive and Disciplined School Environment</i> • Individual Behaviour Agreement • Resolution meeting as required between aggrieved party and student • Peer mediation or restorative conference • Referral for assessment and specialist support – Guidance Officer, HOSES etc, • Individual Behaviour Support Plan • Recess or after-school detention • Parent contact • Interagency referral • Police notification. • Recommendation for exclusion or Behaviour Improvement Condition in line with Queensland Department of Education, Training and The Arts Policy <i>SMS-PR-021: Safe, Supportive and Disciplined School Environment</i>



The Code of School Behaviour

Better Behaviour
Better Learning

- When determining consequences, individual circumstances will always be considered.
- Cloyna State School has a zero tolerance policy on bullying. All bullying is a level three behaviour. Please see the attached Anti-bullying Policy for more details.
- When a student is on suspension the parent/carer is responsible for their child and the student must not attend the school whilst on suspension.

7. Network of student support

Students will be supported in their learning through the following school network. When students are struggling to participate within school behaviour guidelines, programs will be negotiated involving these people for support and guidance. Students at the Cloyna SS are supported through targeted and intensive behaviour supports and / or complex case management provided by staff .

The staff have established strong networks with a range of government and non-government agencies / providers (see below), and have developed protocols around working with these agencies / providers to best support student outcomes.

- Disability Services Queensland
- Queensland Health – Child Youth Mental Health, Evolve Therapeutic
- Department of Communities (Child Safety Services, Evolve Behaviour Support Services)
- Department of Justice and Attorney General – Youth Justice
- Residential Providers – Safe Places, Uniting Care
- Brisbane Youth Detention Centre
- Police and Community Organisations eg PCYC
- NGOs – Head Space, Lifeline, Red Cross, Mercy Family Services, TOMNET, Anglicare Family Child Connect, Key Assets
- Alternative Services – health providers and training options
- Denise Kable Campus

8. Consideration of individual circumstances

To ensure consequences applied align with legislation, policy and procedure, an individual's circumstances and the rights of school community members are considered at all times. Cloyna SS considers the individual circumstances of students when applying support and consequences by:

- recognising and taking into account students' age, gender, disability, cultural background, socio-economic situation and their emotional state
- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying logical consequences when students are not adhering to school values and / or expectations (refer to Cloyna SS Expectations Matrix 2017), and
- Recognises the rights of all students to:
express opinions in an appropriate manner and at the appropriate time
work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
receive adjustments appropriate to their learning and/or impairment needs

9. Related legislation

- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Education \(General Provisions\) Act 2006](#)



The Code of School Behaviour

Better Behaviour
Better Learning

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

10. Related policies and procedures

- Statement of expectations for a disciplined school environment policy
- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
- Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Temporary Removal of Student Property by School Staff

11. Some related resources

- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
- Take a Stand Together
- Safe Schools Hub

Endorsement

Principal

P&C President or
Chair, School Council

Date effective: from to



The Code of School Behaviour

Better Behaviour
Better Learning

Cloyna State School

ANTI-BULLYING POLICY

All schools in Queensland are committed to taking action to protect students from bullying and to respond appropriately when bullying does occur. At Cloyna State school because we care, we value all members of our school community. We are responsible and therefore committed to working towards a safe and supportive school so that we can all achieve to our maximum potential. At Cloyna State School we believe:

- Each person has the right to be valued and treated with respect.
- Each person has the right to participate in a pleasant, healthy and safe environment.
- Each person has the right to develop in a positive learning environment.
- Each person has the right to be valued for his/her individuality, to be cared for, trusted and encouraged to express him/herself in a supportive school environment.

It is important that students, staff and parents/carers have a shared understanding of what bullying is, how it impacts on people and how bullying is responded to at Cloyna State School.

Bullying is repeated oppression, psychological or physical, of a less powerful person by a more powerful person or group of persons.

Bullying might include;

- Direct physical threats or assaults
- Social exclusion of one by another or a group
- Verbal insults or spreading rumours
- Sending of threatening or demeaning messages by SMS, Email, Internet
- Non verbal signals

At Cloyna State School bullying in all its forms is not accepted and all members of Cloyna State School accept their responsibility to promote positive relationships and to prevent bullying.

It is important that students, staff and parents/carers understand what bullying is, how it impacts on people and how bullying is responded to at Cloyna State School. We use the following educational strategies:

- Within teaching and learning programs, including curriculum and alternative programs
- Information sheets for parents/carers
- Staff professional development

Effective social skills and positive relationships act to prevent bullying. At Cloyna State School we promote effective social skills and positive relationships through:

School-Wide Positive Behaviour Support



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The Code of School Behaviour

Better Behaviour
Better Learning

Curriculum that is relevant to the needs of the students and taught with care.

Alternative Programs and Human Relationship Education Programs for all year levels that emphasize tolerance and non-violence

Extra-Curricular programs to support and challenge students and to provide them with opportunities to develop new and important life skills
Circle Time

Reports of bullying will be investigated and acted upon. Responses to bullying might include support for targets of bullying and perpetrators and/or disciplinary measures.

The teacher will intervene to stop the bullying. The teacher may conduct and complete a mediation contract or refer the situation to the Principal if serious.

The Principal may employ one of the following intervention strategies:

- Traditional disciplinary approach
- Strengthening the target
- Mediation
- Restorative practice
- Support group method
- Method of shared concern
- Conduct no-blame mediations and draw up contracts between the victim and the accused
- Keep track of all bullying reports from all parts of the school
- Give students feedback on what has happened with their report
- Offer student strategies to cope if the incident occurs again

At Cloyna State School we support targets and perpetrators through:

- Providing counselling and support
- Conducting bullying interviews
- Increased supervision of 'at risk' areas
- Social skills programs for targets and perpetrators
- Teaching students how to cooperate and "get on" with others
- Working out a behaviour plan or playground plan for some students, to keep everyone safe
- Teaching students about conflict and bullying
- Running programs that help students become more confident
- Running anti-bullying workshops

SERIOUS AND REPEATED INCIDENTS

Not all cases of bullying will be easy to deal with but these cases will be dealt with through providing support for victims and their families and consequences for bullies. In serious cases: mediation between parties will be encouraged and the unacceptability of the deed (not doer) will be emphasized. The effect the deed has had on all parties involved will be explored. Our aim at this stage is to help the perpetrator see that a change in behaviour is required, that the victim feels supported and that the problem is solved with arrangements for restitution to be made.





The Code of School Behaviour

Better Behaviour
Better Learning

Cloyna State School

Personal Technology Devices

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 personal technology devices like cameras, IPODS, 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 disciplinary action. (Please Note: Mobile phones that are brought to school by students must be handed in at the office immediately upon the students' arrival at school, and collected from the office by the students after school.)

Any confiscated 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.

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 Cloyna 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.

A student at school who uses a personal technology device to record private conversations, ordinary school or classroom 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 harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.



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



The Code of School Behaviour

Better Behaviour
Better Learning

Students involved in:

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

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

The recording or dissemination of images that are considered indecent is against the law and if detected by the school will result in a referral to QPS.

Text communication

The sending of text messages at school 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 disciplinary action 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.

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 he or she is not a party to publish or communicate the substance or meaning of the conversation to others.

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

Special Circumstances Arrangement

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

** Personal Technology Devices 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.*