



The Code of School Behaviour

Better Behaviour
Better Learning

Serviceton South State School's *Responsible Behaviour Plan for Students* based on *The Code of School Behaviour*

1. Purpose

Serviceton South 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.

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.

At Serviceton South State School we are committed to fostering a warm, welcomed and supportive education experience which recognises individual differences.

Our school is dedicated to providing a co-operative, secure and respectful learning environment, which we believe is achieved through high expectations, differentiation and building on key social skills. At Serviceton South State School we believe that all members of our community have the right to work in a safe and supportive environment free from disruption, abuse and threat.

A major part of the teacher's role is to maintain engagement and prepare children for their continued journey through education. To enable productive teaching and learning to occur, we believe that different learning styles and abilities must be catered for and appropriate behaviours are modelled, developed and explicitly taught. We promote a productive learning environment without behaviours hindering student's success and enjoyment of their learning. It is also expected that individuals are responsible for their actions and that students will respect teachers' right to teach without behaviours disrupting the lesson.

The behaviours we foster and promote include our school motto 'Our Best Always'. We respect the importance of the individuals' intellectual, social, emotional and physical growth whilst maintaining that the exercise of individual rights and responsibilities must contribute to a positive community spirit. Parental consultation, support and involvement are essential to the supportive school environment at this school.

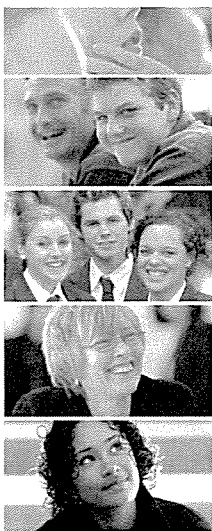
2. Consultation and data review

Serviceton South State School originally developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was initially undertaken through survey distribution and community meetings held during 2014.

A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2012-2016 informed the review process in 2016.

A review of processes and procedures was conducted in consultation with the Engagement Impact Team in the latter part of 2017 with changes to be implemented from the beginning of 2018.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director in October 2012, then reviewed in 2013, 2016 and 2018 as required by legislation.



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'Learning and behaviour statement'

All areas of Serviceton South 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 Positive Behaviour for Learning (PBL).

Our Responsible Behaviour Plan for Students outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviour. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Serviceton South 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.

As a school community we believe the following are important for the successful teaching and learning at Serviceton South State School:

- Student learning, engagement and behaviour is impacted by interpersonal relationships, curriculum, school organisation and student services/support.
- All individuals within the school community must be respected and demonstrate respect to others while adopting the roles and responsibilities required to maintain a supportive learning environment.
- Understanding the individual needs of each student is crucial.
- A supportive learning environment must be school wide.
- Positive relationships with both students and external partnerships are important to help encourage collaboration in order to support the needs of the student.
- Our diverse cultural contexts and practices must be respected, encouraged and celebrated within the school community.

Our school community is committed to PBL (Positive Behaviour for Learning) which identifies the following schoolwide expectations to teach and promote high standards of responsible behaviour.

At Serviceton South State School -

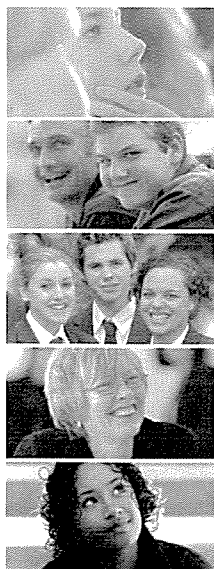
- We Learn
- We Care
- We are Team Players



At Serviceton South we have chosen the "Sapphire" as our school icon. We are the Serviceton South Sapphires.

The Serviceton South State School community believes that positive behaviour fosters a learning environment for academic achievement (We Learn), respect and consideration of others (We Care) and encourages students to work together collaboratively and support each other (We are Team Players). These three expectations provide students the opportunity for success.

Our school rules have been agreed upon and endorsed by all staff and the 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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3. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Serviceton South State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

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

Serviceton South State School Teaching Matrix				
	Classroom	Transition/Lining Up	Playground	Whole School
We Learn	<ul style="list-style-type: none"> I work towards achieving my goals. I ask others for help. I am an active and engaged learner. I listen and follow instructions. 	<ul style="list-style-type: none"> I encourage others to line up correctly. I am responsible for my own choices. I line up in the correct position. 	<ul style="list-style-type: none"> I follow the rules of the game. I accept the referee's decision. 	<ul style="list-style-type: none"> I stay on task. I am responsible for my own learning. I participate in all activities. I am prepared at the start of each day. I obey rules I am safe when using the internet I react and respond safely to situations
We Care	<ul style="list-style-type: none"> I raise my hand to speak. I allow everyone the right to speak. I listen to my fellow class mates when speaking. I care for all visitors in the classroom including relief teachers. 	<ul style="list-style-type: none"> I walk quietly around the school grounds. I pack away my equipment quickly. I return items to their correct place. I maintain a clean and tidy area. 	<ul style="list-style-type: none"> I share equipment. I take turns. I solve problems using kind words. I am a good sport (acknowledge opposing team efforts) 	<ul style="list-style-type: none"> I use my manners. I am kind to other people's feelings. I look after my own belongings. I look after the schools property. I take a stand against bullying.
We are Team Players	<ul style="list-style-type: none"> I share my ideas. I help others when they ask for help. I use encouraging words to help others to do their best. I work in teams to help complete tasks. I allow everyone to have a say. 	<ul style="list-style-type: none"> I stay in 2 lines. I walk to the left of the path. I stay with my class. I wait for my teacher to give me instructions. 	<ul style="list-style-type: none"> I include others in my games. I follow the rules of the game. I treat others how I want to be treated. I play in the correct area. I wear my hat and shoes at all times. 	<ul style="list-style-type: none"> I wear my uniform correctly. I am in the right place at all times. I show respect for different cultures. I respect differences.



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

- Weekly behaviour lessons conducted by classroom teachers within the classroom, explicitly teaching the school rules in relation to all areas of the school grounds.
- Reinforcement of learning from behaviour lessons at School Parade and active supervision by staff during classroom and non-classroom activities.

Serviceton South State School implements the following proactive and preventative processes and strategies to support student behaviour:

- Regular mention in the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Behaviour Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Serviceton South State School Responsible Behaviour Plan for Students delivered to new students as well as new, returning and relief staff. Also for pre-service teachers.
- Individual action plan or ERASE plan developed in conjunction with students, parents and relevant specialists for students who demonstrate consistent unacceptable behaviour that does not follow Serviceton South State School's PBL expectations. The Individual Behaviour Support Plan provides the student with a framework for positive behaviour expectations and actions, which also enables staff to provide consistent strategies or adjustments across all learning environments, both in classroom and non-classroom settings.
- Development of specific policies to address:
 - The Use of Personal Technology Devices* at School (Appendix 1)
 - Procedures for Preventing and Responding to Incidents of Bullying – Including Restorative Circles (Appendix 2)
 - Working Together to Keep Serviceton South State School Safe (Appendix 3)

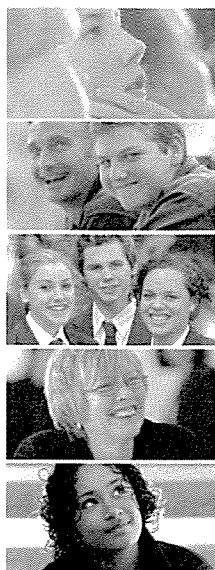
Reinforcing expected school behaviour

At Serviceton South State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Reinforcing Positive Behaviour - **Gems**

Staff members hand Gems (Appendix 4) out each day to students they observe following school expectations in both classroom and non-classroom areas. Blue Gems are given in the classroom setting and green Gems are given in non-classroom settings. Students collect Gems, which can then be used as currency to purchase a range of items at the 'Gem Shop' which is open one lunch time per week.

Reinforcing Positive Behaviour - **Student of the Week Award**



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Each Week, on parade, class teachers select one student from their class who has displayed Serviceton South State School's PBL expectations. These students are announced on parade and students receive a certificate. This segment is an integral aspect of parade in order to recognise students for their achievements in front of the school community.

Reinforcing Positive Behaviour - "Celebration Days"

Our Best Always is recognised and celebrated in many ways. End of term ABC Celebration Days are one way this is done. In order to be included in a Celebration Day, students need to demonstrate appropriate behaviour of a learner. The three types of criteria are Attendance (student needs to be present for 95% or more for the term); Behaviour (student cannot have any more than 2 Major Behaviour Referrals in the term); Curriculum (student needs to achieve a C or above for Effort in the areas of English and Maths).

Responding to unacceptable behaviour

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others. Each class teacher develops classroom rules based on the school expectations at the commencement of the school year. The first step in facilitating standards for positive behaviour is communicating those standards to all students. At Serviceton South State School we emphasise the importance of directly and explicitly teaching the behaviours that we want students to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students, designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

Three levels of "Sapphires" are given to each class for use as a visual reminder for students progressing up or down the sapphires. All students start on the darkest sapphire (it is the most valuable) and follow the behaviour flowchart (Appendix 5) for movement and use of Chill Zone and Reflection Class. Classroom management strategies include proactive and reactive processes for Reflection Class and Chill Zone systems. Students are encouraged to take responsibility for their own behaviour and understand that their actions lead to consequences. The three school expectations are reinforced in the classroom and enacted throughout the school environment.

Re-directing low-level and infrequent problem behaviour

When students exhibit low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations.

Our preferred way of re-directing low-level problem behaviour is to ask students to think of how they might be able to be a learner, care for people and property or be a team player. This encourages students to reflect on their own behaviour, evaluate it against the expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community. If a student displays behaviour that does not align with the school's expectations, they will move their name to the middle blue sapphire which constitutes a warning before being sent to 'Chill Zone' if the behaviour continues. If the student continues to display unacceptable behaviour, they move their name to the light blue sapphire – another warning – before being sent to 'Reflection Class'. Please refer to Appendix 5 for the full procedure of the sapphire system. The use of the



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“Chill Zone” and “Reflection Class” allows for students to consider their behaviour, how they are feeling and ways in which they can appropriately re-join the class group. At the end of every school day the students’ names are moved back to the dark blue sapphire to start fresh the next day.

Targeted Behaviour Support

Each year a small number students at Serviceton South State School are identified through data analysis as requiring additional, targeted behavioural support. In most cases the inappropriate or unacceptable behaviour may not be immediately regarded as severe, but the frequency of their behaviours may put these students’ learning and social success at risk if not addressed in a timely manner.

Students referred attend their normal scheduled classes and activities with appropriate adjustments if required. However, they have increased daily opportunities to receive positive contact with adults, additional support from check-in/check-out coaches and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the plan through academic support, adult mentoring, goal setting, or intensive social skills training.

This support is coordinated by the Student Enhancement Team and the PBL Leadership Team; school-based teams with support from the principal and staff. All staff members are provided with continuous professional development consisting of an overview of the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported. Students whose behaviour does not improve after action by the Student Enhancement Team, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

Intensive behaviour support: Behaviour Support Team

Serviceton South State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The *Intensive Behaviour Support Team* -

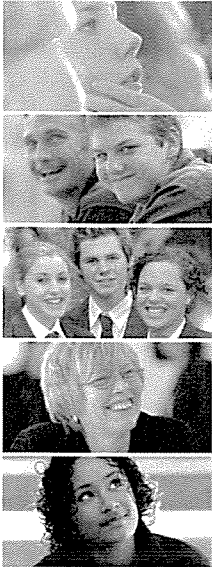
- facilitates a Functional Behaviour Assessment for appropriate students;
- works with staff members to develop appropriate behaviour support strategies;
- monitors the impact of support for individual students through continuous data collection;
- suggests adjustments as required for the student, and
- works with the PBL Leadership Team to achieve continuity and consistency.

The Intensive Behaviour Support Team has a simple referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school’s administration and district-based behavioural support staff.

5. Consequences for unacceptable behaviour

Serviceton South State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience

predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. An office referral form (Appendix 6) is used to record all major problem behaviours. The recording of three minor behaviours constitutes a major behaviour.



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As part of a proactive and responsive approach Serviceton South State School has implemented the Learning Payback Room and Out of Play Room. If the student receives an Office Referral during learning time, they may be sent to Learning Payback Room during their second break play time. During this time the student will perform learning tasks provided by their classroom teacher. When a student receives an Office Referral during playtime they may be sent to Out Of Play during their second break. This is supervised by a staff member who debriefs with the student and conferences with them regarding what they can do to change their actions so that they are following the school's expectation. This provides the student with time to reflect on their unacceptable behaviour and consider more positive behaviours next time. Ongoing unacceptable behaviour in the playground could result in the student attending Supported Play during first break to take part in social play activities.

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

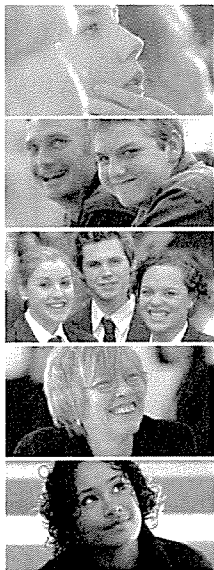
Minor problem behaviours may result in the following consequences:

- a re-direction procedure whereby the staff member takes the student aside and:
 1. names the behaviour that the student is displaying;
 2. asks the student to name expected school behaviour;
 3. states and explains expected school behaviour if necessary; and
 4. gives positive verbal acknowledgement for expected school behaviour,
- a minor consequence that is logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time,
- an individual meeting with the student,
- apology,
- restitution, or
- detention for work completion,

Major behaviours are those that:

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

Major behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour to the student and remind the student of the expected school behaviour. The staff member then completes the office referral form and the student is escorted to Administration by a peer. The Administration staff member investigates the incident, applies a consequence and records the incident onto OneSchool.



Major problem behaviours may result in the following consequences, in order of seriousness:

- warning regarding future consequence for repeated offence,
- time in office,
- Learning Payback Room/Out of Play Room during lunch break,
- alternate lunchtime activities,
- Supported Play during first break,
- loss of break times,
- loss of privilege such as attending an excursion or camp,
- restitution,
- referral to Guidance Officer,
- referral to Intensive Behaviour Support Team,
- suspension from school: and/or
- students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

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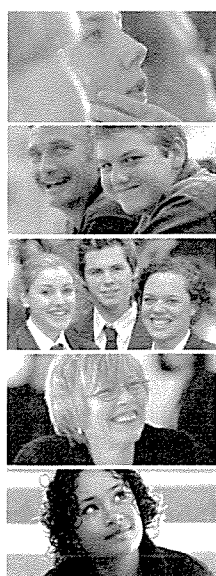
ALL MAJOR INCIDENTS RESULT IN CONTACT HOME TO THE
PARENT/CAREGIVER.

Definition of Consequences*

Time Out	The principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down. During time out, the student is to be supervised and given an opportunity to re-join class in intervals of no more than 10 minutes.
Learning Payback Room	The Administration Team may use the Learning Payback Room as a consequence for disobedience, misconduct, or other breaches of school expectations occurring during class learning time.
Out Of Play	The Administration Team may use the Out Of Play as a consequence for disobedience, misconduct, or other breaches of school expectations occurring during lunch breaks.
Detention	A detention is no more than 20 minutes during school lunch or 30 minutes after school (parent will be contacted before after school detention is imposed).
Temporary Removal of Property	A principal or staff member of Serviceton South State School has the power to temporarily remove property from a student.

School Disciplinary Absences (SDA)	
Suspension	<p>The Principal may suspend a student from school under the following circumstances:</p> <ul style="list-style-type: none"> • disobedience by the student • misconduct by the student • other conduct that is prejudicial to the good order and management of the school.
Behaviour Improvement Condition	<p>The Principal may impose a behaviour improvement condition if the Principal is reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour.</p> <p>A <i>Behaviour Improvement Condition</i> requires the student to undertake a behaviour management program arranged by the school's Principal. The program must be:</p> <ul style="list-style-type: none"> • reasonably appropriate to the challenging behaviour • conducted by an appropriately qualified person • designed to help the student not to re-engage in the challenging behaviour • no longer than three months.
Proposed exclusion or recommended exclusion	<p>A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:</p> <ul style="list-style-type: none"> • disobedience • misconduct • other conduct that is prejudicial to the good order and management of the school, or • breach of Behaviour Improvement Conditions.
Cancellation of enrolment	<p>The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school.</p>

*Refer to departmental procedure Safe, Supportive and Disciplined School Environment for further details.

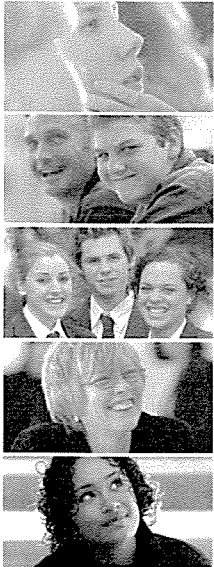


The following table outlines examples of minor and major problem behaviours:

Behaviour Incident Category	Definition	Example	Possible Consequences*
Verbal Misconduct (Minor)	This is when a student teases or speaks inappropriately to another student and when it is not bullying or harassment.	Franco told James that he was fat. This had not occurred repeatedly.	
Verbal Misconduct Major Incident – Dealt with by Admin	This is when a student verbally abuses a staff member, parent or other students. Verbal abuse is verbal aggression directed at a person that may include: -swearing; or -name-calling.	After the teacher had asked Billy to return to his seat in class, he turned towards her and said in an angry tone, “I don’t want to, you stupid b####”.	Office Referral
Threat/s to others Major Incident – Dealt with by Admin	This is when a student says, writes a statement or acts in a manner that makes someone else feel unsafe or worried about their physical, social or emotional safety.	Jim reported to me that Tom had said that he would bash him and tell the other class members that he was still afraid of the dark if Jim didn’t give him his tuckshop money.	Office Referral
IT Misconduct (Minor)	This occurs when a student breaches the Internet Usage Agreement.	Joff logs onto the Internet with his friend’s password and looks at inappropriate websites.	
Third minor referral Major Incident – Dealt with by Admin	This occurs when a student has their third Reflection Class.	Billy has been referred to Reflection Class for the third time. He is sent to Reflection Class on the spot an orange card is also sent to the office.	Office Referral
Substance misconduct involving tobacco and other legal substances Major Incident – Dealt with by Admin	This is when a student uses a substance or offers it to others such as: -prescription medication; -alcohol; or -cigarettes.	Samantha is found smoking on the back oval near the tennis courts. She is then given an orange slip and sent to the office.	Office Referral
Substance misconduct involving illicit substances Major Incident – Dealt with by Admin	This is when a student uses illegal substances e.g. drugs.	Philip is found snorting cocaine and selling bags of it to friends at school.	Office Referral
Refusal to participate in program of instruction Major Incident – Dealt with by Admin	This is when a student removes themselves from the learning environment without permission and refuses to return following teacher intervention.	Travis leaves the room without asking and sits outside. The teacher asks Travis to enter the room and he refuses.	Office Referral
Refusal to participate in program of instruction (Minor)	This is when a student removes themselves from the learning environment without permission but returns when asked to by the teacher or if they refuse to participate in learning but do not interrupt others.	Farhia refuses to participate in the learning activity, and instead, draws pictures in the back of her book.	

Behaviour Incident Category	Definition	Example	Possible Consequences*
Prohibited items <i>Major Incident – Dealt with by Admin</i>	This is when a student uses a prohibited item such as: <ul style="list-style-type: none"> - knives; - cigarettes and lighters; - slingshots; - materials which could be used for weapons; - sticks; or - pornographic material. 	Jenny reported that Brodie has been charging other students \$2 each to look at pornographic magazines.	Office Referral
Possess prohibited items <i>Major Incident – Dealt with by Admin</i>	This is when a student has in their bag or on their person any prohibited item such as: <ul style="list-style-type: none"> - knives; - cigarettes and lighters; - slingshots; - materials which could be used for weapons; - sticks; or - pornographic material. 	During lunchtime, a teacher notices that Brandon's pocket has a large rectangular bulge. He is asked to empty his pockets and he is found to be carrying cigarettes and a lighter.	Office Referral
Physical misconduct (Minor)	This is when there is physical contact between students of a minor nature such as rough play.	Sam poked Tina in the shoulder with the blunt end of his pencil.	
Physical misconduct <i>Major Incident – Dealt with by Admin</i>	This is when there is inappropriate physical contact between students, for instance – aggressive or sexual This can be in the form of – hitting, punching, kicking, pushing -slapping, hair-pulling, pinching - overly affectionate/annoying -pulling at clothing -holding hands, cuddling, kissing (sexual)	Jenny was observed walking across the eating area and pulling down Jimmy's shorts from behind.	Office Referral
Truant/Skip class <i>Major Incident – Dealt with by Admin</i>	This is when a student does not have permission to stay at home or when a student leaves the school without permission.	Jill leaves the school grounds during school hours to go to the shops.	Office Referral
Other conduct prejudicial to the good order and management of the school (Minor)	This is any minor behaviour not otherwise defined that breaches the school rules but does not cause serious harm to others or significantly violate the rights of others. This can include behaviour that occurs outside of school that has repercussions within the school context.	Jacob dumped the contents of his backpack on the grass outside the pool and left a mass of rubbish on the ground. He was caught by the bus duty teacher.	
Other conduct prejudicial to the good order and management of the school <i>Major Incident – Dealt with by Admin</i>	This is any major behaviour not otherwise defined that puts others or self at risk of harm or significantly violates the rights of others. This can include behaviour that occurs outside of school that has repercussions within the school context.	Charlotte goes to Skylark Street shops in her uniform after school and punches another SSSS student. She then threatens to hurt them again the next day at school.	Office Referral
Non-compliant with routine (Minor)	This is when a student doesn't comply with the school-wide expectations of we learn, we care, we are team players.	The lesson of the week was to use the bins correctly in eating areas. Bryce walked away without throwing his rubbish in the bin.	
Misconduct involving object (Minor)	This is when a student is using items in an unsafe or inappropriate way without intent to harm and their actions do not result in injury.	Thomas was swinging his ruler around on his pencil and this fell off and hit Sarah.	

Behaviour Incident Category	Definition	Example	Possible Consequences*
Misconduct involving object <i>Major Incident – Dealt with by Admin</i>	This is when a student is using items in an unsafe or inappropriate way with intent to harm and results in injury or behaves recklessly resulting in serious injury (without intent)	Following a verbal argument, Emily stabbed Colin in the hand with her compass causing his hand to bleed.	Office Referral
Lying/cheating <i>(Minor)</i>	This is when a student deliberately misleads others or copies others' work or uses aids to assist themselves during learning activities.	Leon hands in an assignment that has been copied from the Internet. This is verified by Google.	
Late <i>(Minor)</i>	This is when a student persistently arrives to the classroom/learning environment after the second bell without a valid explanation. The student is required to present at the office with an explanation and to receive a late note.	Jordan is late to class after second break. He purposely walks slow back from the oval and then stays in the boys' toilets to talk to others. He has done this three times.	
Dress code <i>(Minor)</i>	This is when a student persistently breaches the school dress code without a valid explanation.	Kris wears a purple mini skirt to school each week on Mondays.	
Disruptive <i>(Minor)</i>	This is when a student causes any interruption by displaying a behaviour that stops the flow of teaching and learning such as: -talking; -calling out; -not sitting still; or -inappropriate noises.	Maria makes car noises in class by vibrating her lips loudly during class when the teacher is trying to teach.	
Defiant/threat/s to adults <i>(Minor)</i>	This is when a student refuses to comply with teacher instructions or directions, answers back or argues. This category is not to be used for threats to adults, only defiance towards adults.	Kelly is told to begin work in his English book but does not begin. Kelly is given a personal invitation to start work and he replies with, 'I don't want to!'	
Defiant/threat/s to adults <i>Major Incident – Dealt with by Admin</i>	This is when a student threatens a teacher either verbally, physically or with a gesture. This may also include situations where students become continually defiant over a longer period of time.	Fredrick is given a time aside in class and he replies with, "I'm going to get a gun and shoot you!"	Office Referral
Bullying/harassment <i>Major Incident – Dealt with by Admin</i>	This is when a student is demonstrating repetitive inappropriate behaviour towards another student or adult over a period of time. -teasing -swearing -invasion of personal space -following -taking their things -manipulating friendship groups -text messaging -Facebook -internet harassment	Harassment Lee teases Henry by calling him a fat f### and Henry uses the stop, walk and talk strategy and speaks to a teacher. Bullying Andrea has used the stop, walk and talk strategy three times because Melissa has hidden her hat for the third time.	Office Referral
Property misconduct <i>Major Incident – Dealt with by Admin</i>	This is when a student intentionally damages their own, others or the schools property that results in significant cost to others or the school.	Raymond picks off a ctrl key from a new laptop in the computer room.	Office Referral



Relate problem behaviours to expected school behaviours

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

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

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

Ensuring consistent responses to problem behaviour

At Serviceton South State School, staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Students also receive training in how to respond appropriately when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

6. Emergency or critical incident responses

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

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

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

Basic defusing strategies

Avoid escalating the problem behaviour:

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

Maintain calmness, respect and detachment:

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



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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.(Appendix 8).

Reinforcement and Correction Strategies

- 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 unacceptable behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

Follow Up Strategies

- Restore normal school operations as soon as possible.
- Provide post incident opportunities that include:
 - Assisting any distressed student/s to access appropriate support, e.g. Guidance Officer.
 - Assisting the individual 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.
 - Recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.]
 - Participate in a Restorative Circle/Conversation to highlight the behaviours of individuals, the impact the behaviour had on each person and an agreement between parties for future behavioural expectations (Appendix 9)

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; or
- posing an immediate danger to him/herself or to others.



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

Physical intervention is conducted using Nonviolent Crisis Intervention practices.

It is important that all staff understand:

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

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

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

Any physical intervention made must:

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

Record keeping

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

- School Incident Report (Appendix 7) or on OneSchool providing sufficient detail to enable judicial review.
- Student Record of Incident (as per process for Natural Justice) either in the school report with reference to student statements, or separately by student report, as appropriate.

7. Network of student support

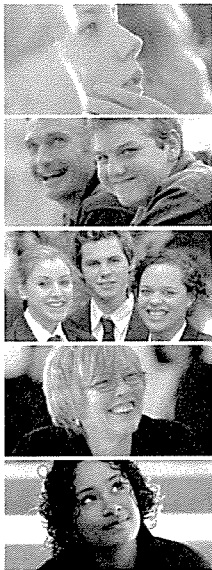
Students at Serviceton South State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour support by:

- | | |
|------------------------|--------------------------------|
| • Parents | • Advisory Visiting Teachers |
| • Teachers | • Senior Guidance Officer |
| • Support Staff | • School Chaplain |
| • Administration Staff | • Inala Police Liaison Officer |
| • Guidance Officer | |

External 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

- Neighbourhood Centre



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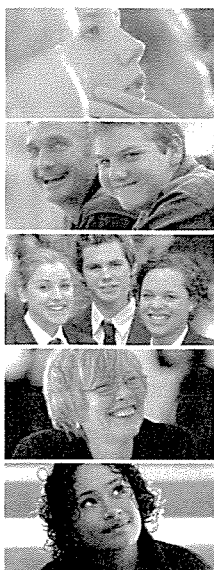
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8. Consideration of individual circumstances

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

Serviceton South 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.
 - provide written or verbal statements that will be taken into consideration in the decision making processes
 - ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.



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9. Related legislation

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

10. Related policies and procedures

- *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

- *Positive Behaviour for Learning*
- *Code of Conduct for School Students Travelling on Buses*
- *National Safe Schools Framework*
- *National Safe Schools Framework Resource Manual*
- *Working Together resources for schools*
- *Cybersafety and schools resources*
- *Bullying. No way!*
- *Take a Stand Together*



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12. Endorsement

Endorsement

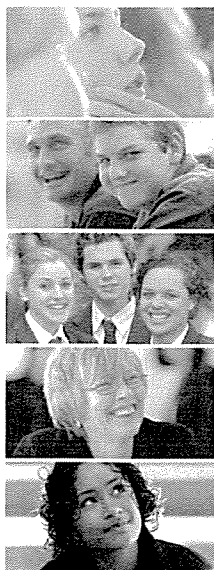
M. Morrison

Principal

Norma J. Cause

P&C President or
Chair, School Council

Effective Date: 15.3.18 to 15.3.20



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Appendix 1

The Use of Personal Technology Devices* at School

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

Certain Personal Technology Devices Banned From School

Students must not bring valuable personal technology devices like cameras, phones, 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 consequences.

Confiscation

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

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

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

Personal Technology Device Etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be handed in to the office (this includes any device capable of making calls or taking still/video footage). Personal technology devices may not be used before and after school. The only exception to this rule is for students participating in events that require BYO devices.

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 Serviceton South State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) to disseminate to others (including distribution by phone or internet posting) build a culture of distrust and disharmony.

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



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

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

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

Students involved in:

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

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

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

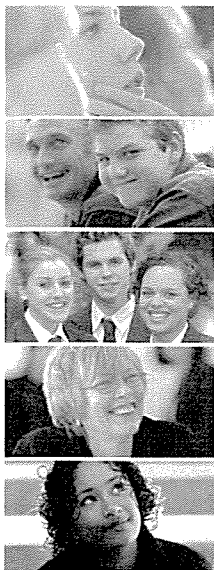
Text communication

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

Assumption of cheating

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

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



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

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

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

Special Circumstances Arrangement

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

Inappropriate behaviour outside of school hours

Students may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

** Personal Technology Devices include, but are not limited to the following devices; portable gaming devices, the iPhone, iPod, iPod Touch or iPad, Tamagotchi® and similar games, laptop computers, PDAs, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones and devices of a similar nature.*



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Appendix 2

School policy for preventing and responding to incidents of bullying (including cyberbullying)

Purpose

Serviceton South State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- raising achievement and attendance
- promoting equality and diversity and
- ensuring the safety and well-being of all members of the school community.

There is no place for bullying in Serviceton South State School. Those who are bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

Bullying behaviours that will not be tolerated at Serviceton South State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

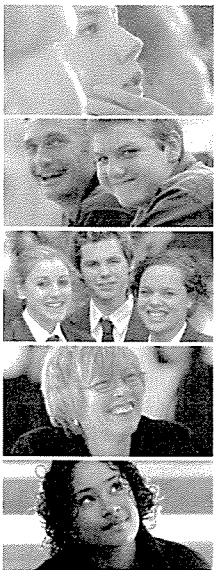
Bullying may be related to:

- race, religion or culture;
- disability;
- appearance or health conditions;
- sexual orientation;
- sexist or sexual language;
- young carers; or children in care.

At Serviceton South State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those



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who bully are not socially reinforced for demonstrating it.

The anti-bullying procedures at Serviceton South State School are an addition to our already research-validated schoolwide positive behaviour for learning support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times.

This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour.
- All students know the 3 school expectations and have been taught the expected behaviours attached to each rule in all areas of the school.
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms.
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school.
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

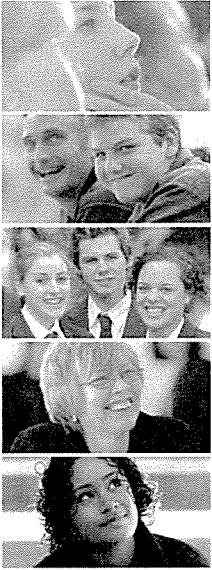
Cyberbullying often does not occur at school. Students are explicitly taught Cybersafety for example how to safely conduct and internet search, what cyberbullying is and what they should do if they receive unwanted messages including for example:

- Not to respond to messages but keep them to report to parents and/or teachers immediately.
- Report any instances they see as a bystander of cyberbullying to parents and/or teachers immediately.

Serviceton South State School will then investigate and respond to any incident of cyberbullying.

The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or



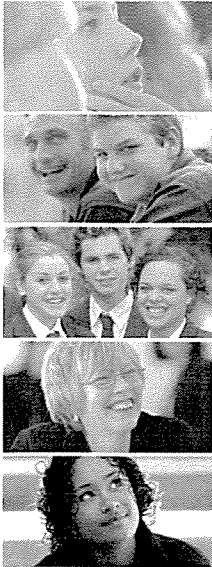
nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming.

The anti-bullying process at Serviceton South State School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

Serviceton South State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

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Appendix 3

WORKING TOGETHER TO KEEP SERVICETON SOUTH STATE SCHOOL SAFE

We can work together to keep knives out of school. At Serviceton South State School

- Every student has the right to feel safe and be safe at school.
- No knives are allowed to be taken to school by students.
- There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

If a student has a knife at school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

What kinds of knife are banned?

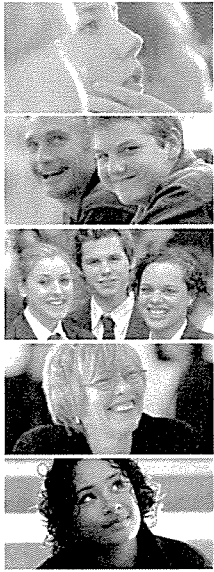
- No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel.
- Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.
- In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

The Principal can take action against a student who brings a knife to school.

- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences [e.g. suspension or exclusion]
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
- If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the principal and given to the police.

How can parents help to keep Serviceton South State School safe?

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children's lunch boxes, pencil cases or craft kits.
- Contact your school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact the Principal.



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Appendix 4

Gem

Name: _____

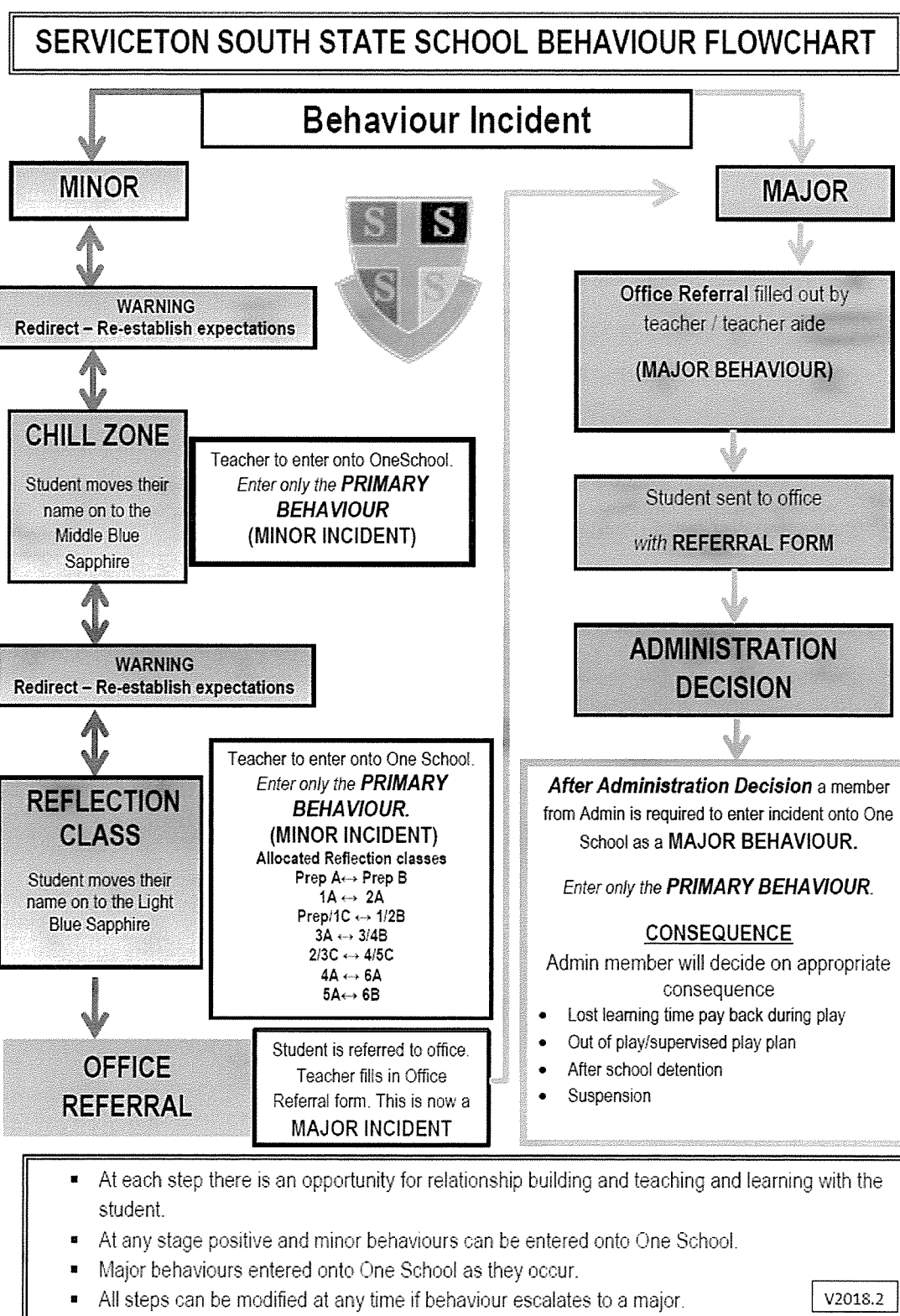
Class: _____

Referring Staff Member: _____

We Learn ☐

We Care ☐

We Are Team Players ☐



Appendix 6

Behaviour Referral Form

Date:	Time:	Referring Teacher:	Location:
Students Involved:		Class:	
Witnessing Individuals		Class:	
Brief description of incident :			
Major Categories (Choose one, see over for definitions)			
<input type="checkbox"/> Bullying/Harassment <input type="checkbox"/> Defiant/Threats to adults <input type="checkbox"/> Misconduct involving an object <input type="checkbox"/> Other conduct prejudicial... <input type="checkbox"/> Physical misconduct <input type="checkbox"/> Possess prohibited items <input type="checkbox"/> Prohibited items <input type="checkbox"/> Property misconduct <input type="checkbox"/> Refusal to participate in program of instruction		<input type="checkbox"/> Substance misconduct inv. Illicit substances <input type="checkbox"/> Substance misconduct inv. tobacco... <input type="checkbox"/> Third minor referral <input type="checkbox"/> Threats to others <input type="checkbox"/> Verbal misconduct <input type="checkbox"/> Truant/Skip class <input type="checkbox"/> Other _____	

Major Incident Definitions

Verbal misconduct - This is when a student verbally abuses a staff member, parent or other students. Verbal abuse is verbal aggression directed at a person that may include swearing or -name-calling.

Threat/s to others - This is when a student says, writes a statement or acts in a manner that makes someone else feel unsafe or worried about their physical, social or emotional safety.

Third minor referral - This occurs when a student has their third Reflection Class.

Substance misconduct involving tobacco and other legal substances - This is when a student uses a substance or offers it to others such as prescription medication, alcohol or cigarettes.

Substance misconduct involving illicit substances - This is when a student uses illegal substances e.g. drugs.

Prohibited items - This is when a student uses a prohibited item such as knives, cigarettes and lighters, slingshots, materials which could be used for weapons, sticks or pornographic material.

Possess prohibited items - This is when a student has in their bag or on their person any prohibited item such as knives, cigarettes and lighters, slingshots, materials which could be used for weapons, sticks or pornographic material.

Physical misconduct - This is when there is inappropriate physical contact between students, for instance, aggressive or sexual. This can be in the form of hitting, punching, kicking, pushing, slapping, hair-pulling, pinching, overly affectionate/annoying, pulling at clothing, holding hands, cuddling, kissing (sexual).

Truant/skip class - This is when a student does not have permission to stay at home or when a student leaves the school without permission.

Other conduct prejudicial to the good order and management of the school - This is any major behaviour not otherwise defined that puts others or self at risk of harm or significantly violates the rights of others. This can include behaviour that occurs outside of school that has repercussions within the school context.

Misconduct involving an object - This is when a student is using items in an unsafe or inappropriate way with intent to harm and results in injury or behaves recklessly resulting in serious injury (without intent).

Defiant/threat/s to adults - This is when a student threatens a teacher either verbally, physically or with a gesture. This may also include situations where students become continually defiant over a longer period of time.

Bullying/harassment - This is when a student is demonstrating repetitive inappropriate behaviour towards another student or adult over a period of time - teasing, swearing, invasion of personal space, following, taking their things, manipulating friendship groups, text messaging, Facebook, internet harassment.

Appendix 7

Behaviour Incident Report (optional)

Name of student/s involved in incident:

Person Completing Form:

Date:

Problem behaviour (name):		
Date of incident	Time incident started	Time incident ended
Where was the student when the incident occurred?		
Who was working with the student when the incident occurred?		
Where was staff when the incident occurred?		
Who was next to the student when the incident occurred?		
Who else was in the immediate area when the incident occurred?		
What was the general atmosphere like at the time of the incident?		
What was the student doing at the time of the incident?		
What occurred immediately before the incident? Describe the activity, task, event.		
Describe what the student did during the incident.		
Describe the level of severity of the incident. (e.g. damage, injury to self/others)		
Describe who or what the incident was directed at.		
What action was taken to de-escalate or re-direct the problem?		
Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing).		

Appendix 8

Debriefing Report

Formal debriefing

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:

- reverse or minimise the negative effects of physical intervention;
- prevent the future use of physical intervention; and/or
- address organisational problems and make appropriate changes.

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

Debriefing should provide information on:

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

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

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

Questions for staff

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

Questions for student

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

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).

Appendix 9

Restorative Circle Format

Restorative Practices are a framework for building community and for responding to challenging behaviour through authentic dialogue, coming to understanding, and making things right.

Focus Questions
What behaviours/actions happened to you?
What behaviours/actions did you do to others?
How have you been affected by these behaviours?
What are the expectations we all agree on?

Restorative Circle Agreement



Serviceton South State School
Restorative Circle Contract/Agreement



Incident date: _____ Circle date: _____

Description of incident: _____

Participant 1: _____

Participant 2: _____

Participant 3: _____

Participant 4: _____

We have agreed the following:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

We understand the person/s who breaks any of the agreements will receive a consequence as per the Serviceton South State School Responsible Behaviour Plan.

Signed by participants: _____

Witnessed by:

Name of teacher

Signature of teacher

Date for follow up: _____

