



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



Pallara State School

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

1. Purpose

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

The community of Pallara State School is committed to learning, respect and optimism through a secure, supportive and cooperative environment, which recognises and accepts individual differences.

Our school fosters a warm, supportive environment where students can be happy and where optimal learning can take place.

A major part of the teacher's role is to ensure that children will learn and develop within their school environment without disruptive behaviour hindering their success and enjoyment of learning. It is also expected that students will respect the teachers' fundamental right to teach without disruptive behaviours hindering his/her success and enjoyment of teaching.

We also acknowledge that if students are to become productive members of society, teachers must help them to develop responsibility for their actions by both teaching explicitly and practising problem solving skills.

The establishment of good discipline in our school depends upon both school personnel and parents working towards the same goals and insisting on acceptable standards of behaviour being maintained for the enhanced outcomes of our students and our school.

2. Consultation and data review

Pallara State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through meetings held during 2009. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2009-2012 also informed the development process.

The plan was revised in 2016 by the school leadership team and staff in consultation with the School Council and Regional Executive Director or Executive Director (Schools). This new plan will be revised again in 2018.

3. Learning and behaviour statement

All areas of Pallara State School are learning and teaching environments. We consider learning and behaviour to be an opportunity for valuable social skills learning as well as a means of maximising the success of academic education programs.

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





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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.

Where School Community appears throughout the document it represents the partnership involving the individual, the school, the home and the community.

As a school community we hold the following beliefs about learning and behaviour:

- Developing responsible behaviour involves three stages of support and teaching: **preventative, supportive** and **responsive**.
- Learning and behaviour is enhanced by quality curriculum, interpersonal relationships and effective school organisation.
- There must be respect for the roles, rights and responsibilities of all members of the school community.

Effective learning and teaching

- Effective learning and teaching is founded on an understanding of the learner.
- Effective learning and teaching enhances and is enhanced by a supportive classroom and school environment.
- Effective learning and teaching is enhanced through worthwhile learning partnerships.
- Effective learning and teaching shapes and responds to social and cultural contexts.

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

- Be safe.
- Be respectful.
- Be caring and considerate.
- Be responsible.

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour. These four school rules are governed by our overarching value of "Be Your Best".





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4. 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 Pallara 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 designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

A set of behavioural expectations of our four school rules is set out below. The Schoolwide Expectations below outlines our agreed rules and specific behavioural expectations in **all** school settings.

Be safe

Always act and play in a safe manner.
Be aware of the safety of others.
Obey safety instructions.

Be respectful

Always respect yourself.
Treat others with respect.
Respect the property and equipment of others and the school.
Respect the school environment.

Be caring and considerate

Show care and consideration for yourself and others.
Show care and consideration for all property.

Be responsible

Take responsibility for your learning and behaviour.
Take responsibility for your own personal property and resources belonging to the school or others.
Act in a manner that promotes a good public image of yourself and our school.

Be your best (Our Overarching School Value)

Always try your hardest to succeed.
Persevere at all challenges.

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

- Explicitly taught behaviour lessons conducted by classroom teachers which outline the school rules in relation to areas of the school. Eg. Classrooms, playgrounds, toilets & other buildings (Appendix1)
- Each classroom group will formulate a set of behavioural expectations for our four school rules, suited to the age level of the class....*and*...





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- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.

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

- A section of 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 Pallara State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Development of specific policies to address:
 - The Use of Personal Technology Devices* at School (Appendix 2)
 - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 3).

Reinforcing expected school behaviour

At Pallara 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.

Pallara State School – Gotcha Awards

Staff members hand **Gotcha Award** cards out each day to students they observe following school rules in non-classroom areas. This reinforcement occurs continuously throughout the day. When they 'catch' a student following the rules they can choose to give them a **Gotcha Award** card. When students are given a **Gotcha Award** card they drop the card in one of the designated collection points at the School administration block.

At each parade each classroom teacher draws one name from the **Gotcha Awards** Box and these students are rewarded with a prize from the rewards basket.

Positive Post Cards

Each student will receive a positive post card that is sent home at some stage during the year. The postcard outlines a positive behaviour or attribute displayed by the student at a point in time.





Student of the Week Awards

Each week on assembly there is one student selected from each class to receive the 'Student of the Week' award. These students sit at the front of Assembly for the day and have their photos taken at the conclusion of the assembly. Their names are displayed in the fortnightly newsletter and their photos are put on display in the front office foyer area.

Buddy Chairs

Each play area has a green buddy chair. This concept is centred on student social and emotional wellbeing and relies on all students to apply the school rule of 'be caring and considerate' for it to work.

If a student sits on a green bench seat it signifies that they are in need of a buddy or are feeling lonely. This then promotes awareness for other students to help out by asking students on the green seat to join in to their games (or simply sitting with them to have a chat).

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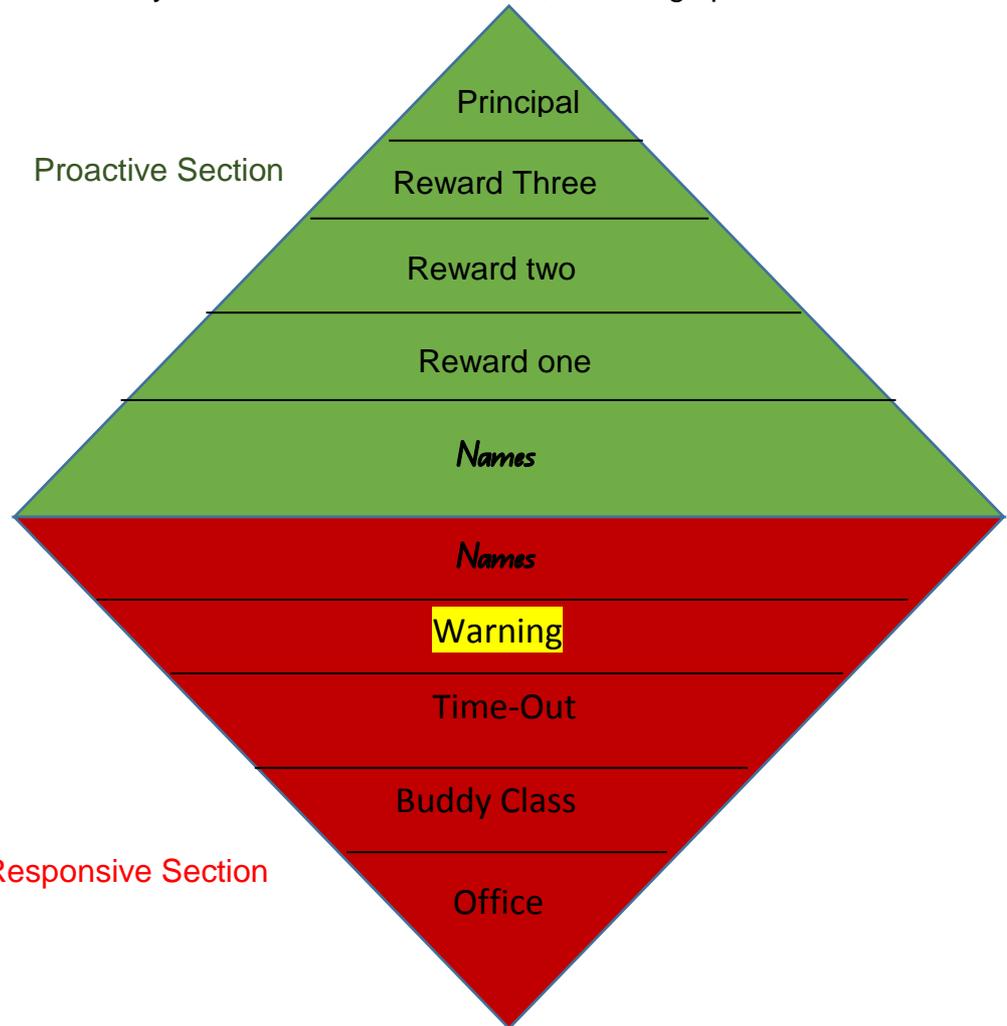




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Whole-school behaviour support (In Class)

The Diamond system is used in all classes, including specialist classes.



The Diamond system is made up of two distinct parts; the Proactive section and the Responsive section. Each diamond will contain two sets of names belonging to the student in the class. One set will be placed on the first names section and the other set will be placed on the second name section.

When students display behaviour that is in line with the school behaviour system (4 school rules), they will earn a reward i.e. sticker, stamp or tick on their Proactive chart or book. When they receive 10 they will then move their name up a step to Reward one. They will receive a pre-determined reward, eg, certificate. When they receive another ten stickers, they will move their name up to the next step, and so on.

Responding to unacceptable behaviour

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

Re-directing low-level and infrequent problem behaviour

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected





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school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations from the Four School Rules.

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully, more caringly, more considerately or more responsibly (This is an opportunity for teaching and learning not negotiation). 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 is not in line with the school rules, they will move their name down one step to Time-Out. If they continue to display behaviour that is not aligned with the school rules, they will move their name down accordingly

At the end of every school day the Responsive names are moved back to the Name box to start fresh the next day.

Whole School Behaviour Support (In Playground)

Responding to unacceptable behaviour

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Re-directing low-level and infrequent problem behaviour

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- 1.) Redirection
- 2.) Walk and Talk
- 3.) Yellow chair time out (5 minutes at a time)

Students

Targeted behaviour support:

Students attend their normal scheduled classes and activities with appropriate adjustments if required. However they have increased daily





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opportunities to receive positive contact with adults, and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the Program through academic support, adult mentoring or intensive social skills training.

This support is coordinated by the Student Support Services (SSS) Team, a school-based team with support from principal and staff involvement. 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 SSS Team, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

Intensive behaviour support: Behaviour Support Team

Pallara 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 *Behaviour Support Team (SEP staff, GO, Regional Behaviour Support)*:

- works with other staff members to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection
- makes adjustments as required for the student, and
- works with the staff to achieve continuity and consistency.

The Behaviour Support Team has a simple and quick referral system in place. Following a child's referral to the Behaviour Support Team, parents receive notification and relevant staff members may assist the support team and begin the assessment and support process. In many cases the support team may also include individuals from other agencies already working with the student and their family, a representative from the school's administration and regional-based behavioural support staff.

5. Consequences for inappropriate or unacceptable behaviour

Pallara 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.

As part of a proactive and responsive approach Pallara State School has implemented a **Responsible Thinking Room**, known as (RTR). The RTR is a supervised quiet area designed to provide students with the opportunity to reflect on their behaviour, reassess their choices and to focus on behaving more appropriately. This room is only used in lunch times.





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An Incident Report form (Office Referral - Appendix 4) can be used to record major problem behaviours (particularly that occur in play times). The recording of three minor behaviours constitutes a major behaviour.

Minor and major behaviours

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

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

Minor behaviours are those that:

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

Minor problem behaviours may result in the following consequences:

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

Major behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of Principal.

Major behaviours result in an immediate referral to Leadership/Admin team because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then fills out the office referral form and escorts the student to the Administration building.

Major problem behaviours may result in the following consequences:





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- Time out or office, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence or referral for support
AND/OR
- Parent contact, referral to Guidance Officer, referral to Behaviour Support Team, suspension from school. A behaviour monitoring plan for supported re-entry to school may be part of a re-entry behaviour improvement condition.
- Students who engage in serious unacceptable behaviours such as major violent physical assault or the use/supply or possession of weapons (including knives) or drugs may receive a Behaviour Improvement Condition or a School Disciplinary Absence (suspension or proposal/recommendation for exclusion) as a consequence of unacceptable behaviour.

Definition of consequences*

Time out	<p>A 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.</p> <p>During time out, student is to be supervised and given an opportunity to re-join class in intervals of no more than 10 minutes.</p>
Detention	<p>A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations.</p> <p>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).</p>
Temporary Removal of Property	<p>A principal or staff member of Pallara State School has the power to temporarily remove property from a student, as per the procedure <u>Temporary Removal of Student Property by School Staff.</u></p>





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School Disciplinary Absences (SDA)	
Suspension	<p>A 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>A 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 behaviour incidents*

Behaviour	Definition	Trivial	Minor Inappropriate		Major Inappropriate	
			Example	Non Example	Example	Non Example
Bullying/harassment	Purposely hurting or overpowering another physically/emotionally continually		Bullying is never a minor behaviour	Refer to non examples in the major behaviour and the bullying definition	Sustained targeting (physical, verbal, written, texting of the same person; staring repeatedly at specific part of body)	One off fighting, name calling, written notes; commenting about another's looks
Defiant/threats to adults	Verbal or physical gesture that is intended to harm and/or cause fear	Playing in wrong area; 'I don't want to'	Not paying attention Refusal to work	Speaking too loudly during tasks	Using offensive language directed to adults, refusal comments like, "You can't make me"	Student swearing after stubbing their toe, or a comment like, "I can't do this. This is stupid"
Disruptive	Behaviour that results in an interruption in the class, school routines or school activity	Petty interruptions; joke telling, noises, moving around in seat	Calling out Interfering with neighbour Leaving seat without permission	Getting up and sharpening a pencil	Sustained yelling, out of seat behaviour to interrupt activities and the learning of others	Moving or seeking/avoiding sensory input without interrupting the learning of others
Dress Code	Students wearing inappropriate clothing to school or for an activity	Wearing a hair tie that is not green or gold	Different coloured leggings	Wearing shorts or jumper that is a minor different shade of green	Offensive Clothing or Jewelry	Different coloured leggings





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IT misconduct	Inappropriate use of any electronic devices	Being on a task other than the one set by the teacher	Persistently visits inappropriate websites		Posting photos of other students with the intention to embarrass them. Posting inflammatory comments. Sharing of passwords Logging on using other's passwords	Making posts about others with no intent to embarrass but without their awareness
Late	Late from lunch breaks or activities outside of the classroom	The bus being late. Sick or upset	Administrative discretion	Administrative discretion	Administrative discretion	Administrative discretion
Lying/Cheating	Student delivers message that is untrue and/or deliberately violates rules and/or harms	Student states they have completed a task when they haven't	Lie affects others and causes an escalation of behaviours. Plagiarism	Lying about reason for not completing a task/homework	Staff accused of physical/verbal assault but found with evidence that the incident did not occur	Offering information as a 'witness' where info is based on hearsay only
Misconduct involving object	Inappropriate use of an object for the non-intended purpose of that object	Throwing a stick at the tree to get a ball down	Chasing someone with a stick, or other object with the intention to hurt	Swinging a pencil case or lunchbox around	Using an object to deliberately cause injury.	Rough play
Non-compliant with routine	Behaving in a way that does not comply with classroom and playground routines	Do not enter this category on One School, Please use other categories (eg defiance, disruptive) to define the non-compliance	Do not enter this category on One School. Please use other categories (eg defiance, disruptive) to define the non-compliance	Do not enter this category on One School. Please use other categories (eg defiance, disruptive) to define the non-compliance	Do not enter this category on One School. Please use other categories (eg defiance, disruptive) to define the non-compliance	Do not enter this category on One School. Please use other categories (eg defiance, disruptive) to define the non-compliance
Other conduct prejudicial to the good order and management of school	Do not enter this category on One School	Do not enter this category on One School	Do not enter this category on One School	Do not enter this category on One School	Do not enter this category on One School	Do not enter this category on One School
Physical misconduct	Fighting or actions that involve physical contact	Petty or non-consensual contact, tripping into another	Contact without injury: tripping, pushing into others	Student touches others waiting in line, pushing in	Hurting another; Punching, hitting, head butting, choking, scratching, spitting. Using an object to hurt another student.	Landing on another during a game
Possess prohibited items	Possessing on their person or in their bag an item declared by the school as prohibited	Do not use, refer 'Prohibited Items'	Do not use, refer 'Prohibited Items'			
Prohibited items	Using an item declared by the school as prohibited	Bringing to school: chewing gum, trading cards, games, toys	Being in possession of an object capable of causing bodily harm (eg pocket knife, lighter)	Have a knife to cut up their fruit	Using an item as a weapon to harm or threaten to harm.	Bringing a cultural item to school for a curriculum task (which could be considered a weapon)
Property misconduct	Participating in an activity that results in damage, destruction or disfigurement of property	Breaking own belongings	Throwing, kicking or breaking someone else's belongings or school property	Falling and breaking a fall	Deliberately impairs the usefulness of property; kicking hole in wall, throwing/breaking furniture, graffiti	Falling/being pushed into a wall, break a window while playing
Refusal to participate in program of instruction	Non-Verbally or verbally refusing to participate in activities or engage in tasks	Student is unwell or emotionally upset	Continual refusal to participate in tasks	Change behaviour after being given choices/take up time	Disruptive to the class and/or leaving the room without permission	Student self regulates without permission, but returns to task



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Substance misconduct involving illicit substance	Student is under the influence of or is in possession of illegal substances	Administrative discretion	Administrative discretion	Administrative discretion	Administrative discretion	Administrative discretion
Substance misconduct involving tobacco and other legal substances	Student is under the influence of or is in possession of legal substances	Administrative discretion	Administrative discretion	Administrative discretion	Administrative discretion	Administrative discretion
Third minor referral	3 minor incidents referred to buddy room or reflection room				Buddy class is 3 times per week and reflection room 3 times per term	Refer to Behaviour Flow Chart
Threat/s to others	Any verbal or non-verbal threat to a person's physical or emotional wellbeing	Saying things in the heat of the moment without intention to follow through	Saying/doing something you know will cause a reaction 'Fight, fight, fight', 'Don't listen to them'	'All boys are stupid' -general comments not particularised	Saying/doing something you know will cause a reaction: 'Fight, fight, fight', 'Don't listen to them' and violence occurs as a result. Spreading rumors and gossip.	Verbalising feelings.
Truant/skip class	Unexplained absence with or without parent's knowledge		At school but absent from lessons without approval	Arriving late and can't find the class	Truanting	Fail to notify the school of an absence
Verbal misconduct	Any spoken, written or non-verbal communication that insults, mocks, belittles or slanders another	Infrequent, random comments	Comments or gestures directed at a person targeting race, religion, gender, disability: loser, not playing because you stink, teasing, name calling	Student hollering at another student Calling out to a teacher across the room/oval	Using offensive, racist, threatening or sexual connotation words or gestures directed at another: 'I'll scratch, bash you, ****ing liar, your mother is....,	Words between friends - 'Let's go and play
Other	To be completed only by administration	To be completed only by administration	To be completed only by administration	To be completed only by administration	To be completed only by administration	To be completed only by administration

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





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At Pallara 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 about how to respond 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 situations 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.

Immediate Strategies

- Avoid escalating the unacceptable 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 situation or incident, 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.

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.



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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.

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 young person or adult
- posing an immediate danger to him/her or to others.

Appropriate physical intervention may be used to ensure that Pallara 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 can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

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

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

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

Any physical intervention made must:

- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident





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

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Record keeping

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

- One School record
- Student Record of Incident (as per process for Natural Justice).

7. Network of student support

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

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer and Senior Guidance Officer
- Advisory Visiting Teachers
- Positive Learning Centre Staff
- School Based Police Officer
- 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

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.

Pallara 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, socio economic situation and their emotional state
- recognising the rights of all students to:





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- 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
- 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](#)
- [Weapons Act 1990](#)
- [Work Health and Safety Act 2011](#)
- [Work Health and Safety Regulation 2011](#)
- [Right to Information Act 2009](#)
- [Information Privacy \(IP\) Act 2009](#)

10. Related procedures

- [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

- [Schoolwide Positive Behaviour Support](#)
- [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](#)





Endorsement

Principal

Chair, School Council

Assistant Regional Director

Effective Date:

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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 be used before and after school. The only exception to this rule is for students in BYO device classes where there are separate rules related to personal devices for students enrolled in these classes (Information regarding these exceptions will be articulated verbally and in written format to families of students in BYO classes).

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 Pallara State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc)



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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).

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

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

Purpose

1. Pallara State School strives to create positive, predictable environments for all students at all times of the day. The disciplined teaching environment that we are creating is essential to:
 - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
 - raising achievement and attendance
 - promoting equality and diversity and
 - ensuring the safety and well-being of all members of the school community.
2. There is no place for bullying in Pallara State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.
3. Bullying behaviours that will not be tolerated at Pallara State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.
4. Bullying may be related to:
 - race, religion or culture
 - disability
 - appearance or health conditions
 - sexual orientation
 - sexist or sexual language
 - young carers or children in care.
5. At Pallara 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.



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Rationale

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.
7. The anti-bullying procedures at Pallara State School are an addition to our already research-validated schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our 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 4 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
 - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
 - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
 - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.
9. 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:





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- 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.

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

10. 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.
11. An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.
12. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.
13. 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 Pallara 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'.
14. Pallara 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 PALLARA STATE SCHOOL SAFE

We can work together to keep knives out of school. At Pallara 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 a 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.
- 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 Pallara 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 Principal.



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PALLARA STATE SCHOOL



Queensland Government



Pallara State School

Office Referral

Student Name: _____ Class: _____ Date: ___ / ___ / 20___

Referred by: _____



<p>*Period:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Before school <input type="checkbox"/> Morning session <input type="checkbox"/> First break <input type="checkbox"/> Middle session <input type="checkbox"/> Second break <input type="checkbox"/> Afternoon session <input type="checkbox"/> After school <input type="checkbox"/> Specialist lesson <input type="checkbox"/> Assembly 	<p>*Location:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Classroom <input type="checkbox"/> Class Line Up Area <input type="checkbox"/> Undercover area <input type="checkbox"/> Library <input type="checkbox"/> Music room <input type="checkbox"/> Out of bounds - beyond school grounds <input type="checkbox"/> Out of bounds - within school grounds <input type="checkbox"/> Toilets <input type="checkbox"/> Canteen <input type="checkbox"/> Oval <input type="checkbox"/> Multipurpose Courts <input type="checkbox"/> Junior Learning Neighbourhood <input type="checkbox"/> Prep/1 Area <input type="checkbox"/> Pick Up Zone <input type="checkbox"/> Stairwell <input type="checkbox"/> Excursion - see incident description <input type="checkbox"/> Other - see incident details
---	---

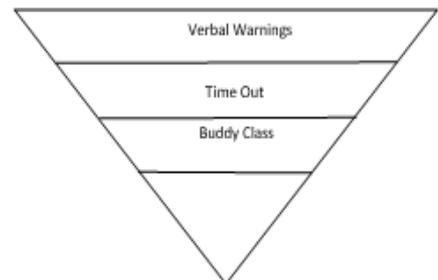
Witness/es: _____

***Incident Details:**

***Behaviour Category:**

OneSchool Category
<input type="checkbox"/> Misconduct involving object
<input type="checkbox"/> Non-compliant to routine
<input type="checkbox"/> Physical misconduct
<input type="checkbox"/> Property misconduct
<input type="checkbox"/> Refusal to participate in program by instruction
<input type="checkbox"/> Threats to others
<input type="checkbox"/> Bully/harassment
<input type="checkbox"/> Non-compliance
<input type="checkbox"/> Verbal misconduct
<input type="checkbox"/> Other

*** Classroom Incidents Only: (please select steps used)**



Strategies:

- Behaviour Reflection
- Time out of play
- Behaviour Plan