



The Code of School Behaviour

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

1. Purpose

Leyburn 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. Our school places significant emphasis on ensuring that every child in every classroom is learning every day.

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.

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

2. Consultation and data review

In the development of this document, community, staff and students were consulted at length to ensure that a shared vision was established. It was also enacted to ensure that behaviour expectations of all stakeholders is consistent, well known and thoroughly understood. The Plan was endorsed by the Principal, the Assistant Regional Director and Leyburn State School P&C in March 2018, and will be reviewed in 2021 as required by legislation.

3. Learning and behaviour statement

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

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

- Be safe
- Be responsible
- Be respectful.



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- Be resilient

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

Staff and students at Leyburn State School have the right to work to their potential, free from disruption, abuse or threat in a safe and supportive environment. To enable this productive learning to occur, we believe different learning styles and abilities must be catered for and appropriate behaviours need to be taught, modelled, encouraged and developed.

At Leyburn State School our four main values are Be Safe, Be Responsible, Be Respectful and Be Resilient.

We believe that all behaviour is purposeful, and that everyone is responsible and accountable for his/her behaviour. Behaviour development is the responsibility of all members of the school community, including: students, staff, teachers, principal, support staff and parents/caregivers.

All individuals at Leyburn State School have responsibilities that need to be upheld to ensure their rights and the rights of others are maintained. These are outlined below.



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Students Responsibilities	Staff Responsibilities	Parent Responsibilities
<p><i>Students should abide by the Responsible Behaviour Plan and:</i></p> <ul style="list-style-type: none"> • Treat others with respect • Be polite and courteous • Listen to others • Look after the property of the school and others • Use only property that is their own, or property they have been given permission to use. • Accept responsibility for their own actions • Participate in learning activities and complete tasks • Not interfere with the learning of others • Cooperate with other students and staff • Be on time to class, ready to participate and learn • Undertake activities to the best of their ability • Play in ways that are fair to others by not engaging in bullying • Act against bullying and harassment • Work and play in a safe manner • Maintain a clean, healthy environment 	<p><i>Staff members should abide by the Responsible Behaviour Plan and:</i></p> <ul style="list-style-type: none"> • Listen to others and their ideas • Treat others with respect and courtesy • Discuss issues and ask for direction • Be open to guidance and support where necessary • Be planned, punctual and organised for work • Act in a manner which promotes the safety of others and their property • Act in accordance with the Code of Conduct and Student Protection Policy. • Follow the school's workplace health and safety requirements • Provide a supportive and encouraging learning environment for students • Participate in professional development • Regularly reflect on and seek to improve practices 	<p><i>Parents have the responsibility to be familiar with the Responsible Behaviour Plan and:</i></p> <ul style="list-style-type: none"> • Support their child's ongoing learning • Initiate contact with the teacher on issues or circumstances which may be affecting their child • Take up opportunities to attend meetings or interviews to discuss their child's needs or progress • Treat all members of the school community with courtesy and respect for their individuality and position • Observe confidentiality in matters related to working in classrooms • Listen to others and consider professional advice • Participate in opportunities for parent forums and meetings • Ensure they cooperate with school procedures and requirements • Provide the school with important medical or parental access information and current contact details • Support information evenings and read school communication.
<p>Student Rights</p> <p><i>Students have the right to:</i></p> <ul style="list-style-type: none"> • Be treated with respect and courtesy • Expect their property to be safe • Learn • Engage in learning that meets their needs as individuals • Work and play in a safe and healthy environment 	<p>Staff Rights</p> <p><i>Staff members have the right to:</i></p> <ul style="list-style-type: none"> • Be listened to and be able to express opinions • Be treated with respect and courtesy • Receive support from administration and other staff • Work free of disruption • Feel safe and be safe • Work in a supportive environment • Continue professional learning 	<p>Parent Rights</p> <p><i>Parents have the right to:</i></p> <ul style="list-style-type: none"> • Expect the school to provide a quality education which aims to meet their child's needs • Receive accurate information concerning their child's needs and progress • Be treated with respect and courtesy • Expect staff confidentiality on sensitive matters • Be listened to and be able to express opinions • Expect that due care and attention is provided for their child while at school



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

Universal Behaviour Support

SCHOOLWIDE EXPECTATIONS TEACHING MATRIX						
	ALL AREAS	CLASSROOM	PLAYGROUND	STAIRWELL	TOILETS	LINES/RACKS
BE RESPECTFUL	<ul style="list-style-type: none"> Look after equipment Use polite language 	<ul style="list-style-type: none"> Raise your hand to speak Use whole body listening 	<ul style="list-style-type: none"> Participate in school approved games Wear shoes and socks at all times Be sun safe; wear a broad brimmed hat 	<ul style="list-style-type: none"> Rails are for hands Walk one step at a time Carry items 	<ul style="list-style-type: none"> Respect privacy of others 	<ul style="list-style-type: none"> Use own bike/scooter
BE RESPONSIBLE	<ul style="list-style-type: none"> Ask permission to leave Be in the right place at the right time Follow instructions straight away Wait your turn Have your equipment ready 	<ul style="list-style-type: none"> Complete set tasks Participate in classroom activities Keep work space tidy Be honest Work independently 	<ul style="list-style-type: none"> Return equipment to appropriate place at the sports bell 		<ul style="list-style-type: none"> Use toilets during breaks 	<ul style="list-style-type: none"> Have your name marked on the bus roll
BE SAFE	<ul style="list-style-type: none"> Use equipment appropriately Clean up after yourself Keep hands, feet and objects to yourself Walk on hard surfaces 	<ul style="list-style-type: none"> Respect others' right to learn Enter and exit room in an organised manner 	<ul style="list-style-type: none"> Take turns, invite others to join in and follow rules Care for the environment 	<ul style="list-style-type: none"> Walk quietly Keep to the left Move in single file Keep passage ways clear at all times 	<ul style="list-style-type: none"> Wash hands Walk 	<ul style="list-style-type: none"> Keep your belongings nearby Walk bike/scooter to the gate Wait inside the gate until the bus stops
BE RESILIENT	<ul style="list-style-type: none"> Think before you act Take turns Use feedback Keep trying Accept others ideas Use self-control Accept consequences 					

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Leyburn 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 in specific settings has been attached to each of our four school rules. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.



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

- Behaviour lessons/discussions conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons/discussions on School Assemblies and during active supervision by staff during classroom and non-classroom activities.



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

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- Principal and teachers provide regular information to staff and parents, and support to others in sharing successful practices
- Individual support profiles / plans 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 1)
- Procedures for Preventing and Responding to Incidents of Bullying including cyber bullying (Appendix 2).



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Reinforcing expected school behaviour

At Leyburn 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 towards giving consistent and appropriate acknowledgement and rewards.

Leyburn State School's Positive Notice

Staff members distribute Student of the Week certificates to students who have conducted themselves in a manner which is considered appropriate. These certificates are presented for a variety of reasons for 'in and out' of the classroom situations. This reinforcement occurs weekly on parade with students being formally recognised by other students and through the presentation of a tangible reward from the teacher. Students are also recognised within the fortnightly newsletter. This newsletter is distributed to parents, local community members and surrounds. Administration enter student positive behaviour into OneSchool, the school's data collection tool.

Students are also recognised as learners within the classroom and playground. There are classroom specific behaviour systems in place. Students receive signatures when engaged in positive tasks within the classroom and playground. These align with the school wide expectation matrix and are of three tiers as below.

Tier 1 – students receive individual signatures for appropriate behaviour linked to the school wide behaviour teaching matrix.

Tier 2 – When students receive 30 signatures they can choose a prize from a selection of rewards.

Tier 3 – Each term student's work together to decide on the end of term rewards for all students.

Grouping for each term are as follows.

Term 1 – P-2 classroom and Year 3-6 classroom

Term 2 – Blue and Gold (house colours).

Term 3 – Each individual year group

Term 4 – Girls and boys.



Classroom teachers enter student achievement of 30 signatures in OneSchool under positive behaviour.

Students are also exposed to intrinsic informal positive recognition. This may be a hand gesture, positive comment, high five or other activities as a reward.

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 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 outline the inappropriate behaviour and ask them to think of how they might be able to act more safely, more respectfully, more responsibly or more resiliently. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

Targeted behaviour support: Respond Program

At Leyburn State School, a number of initiatives are in place to address school behaviour. Positive behaviour rewards are given out in a variety of ways. Students positive behaviour is recognised through student of the week awards determined by the classroom teacher, targeted behaviour awards determined by all staff, individual classroom positive reward systems and informal recognition (Appendix 5 highlights examples). These expectations are taught to the students through a behaviour lesson held each Friday.

Each year a small number students at Leyburn State School are identified through our data as needing a little bit extra in the way of targeted behavioural support. In most cases the problem behaviours of these students 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 identified as requiring extra support are referred to support personnel including, Principal, Guidance Officer, Behaviour Support teacher and Advisory Visiting Teacher. These students continue to attend regular scheduled classes except for sessions with a member of the support personnel. Appropriate adjustments and class activities are made if required to support engagement with the curriculum.

Students whose behaviour does not improve after participation in informal discussions etc. with the behaviour support personnel or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

Intensive behaviour support: Behaviour Support Team

Leyburn 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*:

- 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 school behaviour support team to achieve continuity and consistency.

The *Intensive Behaviour Support Team* has a simple and quick 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

Leyburn 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, see appendix 6. Students are given an opportunity to redeem their negative behaviours through verbal reassurance and take up time. If the student refuses to comply with the wishes of the teacher, a verbal or visual warning will be given to them. This 'Make a good choice' statement is followed by a second warning and a reminder of the consequences of not following the school rules. If the student continues to refuse to comply behaviour consequences will be given. If behaviour continues administration help is sought by the classroom teacher. All minor and major behaviour is recorded in OneSchool. 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 the school Administration team

Minor behaviours are those that:

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

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, restitution or detention for work completion.
- a re-direction procedure. The staff member takes the student aside and:
 1. names the behaviour that student is displaying,
 2. asks 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 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 and remind the student of expected school behaviour. The staff member escorts the student to Administration and then fills out the behaviour incident through OneSchool.



Major problem behaviours may result in the following consequences:

- **Level One:** Time in office, removal to another room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, referral to behaviour support
AND/OR
- **Level Two:** Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school
- **Level Three:** 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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The following table outlines examples of major and minor problem behaviours:

	Area	Minor	Major
Being Safe	Movement around school	<ul style="list-style-type: none"> Running on concrete or around buildings Running in stairwells Not walking bike in school grounds 	
	Play	<ul style="list-style-type: none"> Incorrect use of equipment Not playing school approved games Playing in toilets 	<ul style="list-style-type: none"> Throwing objects Possession of weapons
	Physical contact	<ul style="list-style-type: none"> Minor physical contact (eg: pushing and shoving) 	<ul style="list-style-type: none"> Serious physical aggression Fighting
	Correct Attire	<ul style="list-style-type: none"> Not wearing a hat in playground Not wearing shoes outside 	
	Other		<ul style="list-style-type: none"> Possession or selling of drugs
Being Responsible	Class tasks	<ul style="list-style-type: none"> Not completing set tasks that are at an appropriate level Refusing to work 	
	Being in the right place	<ul style="list-style-type: none"> Not being punctual (eg: lateness after breaks) Not in the right place at the right time. 	<ul style="list-style-type: none"> Leaving class without permission (out of sight) Leaving school without permission
	Follow instructions	<ul style="list-style-type: none"> Low intensity failure to respond to adult request Non compliance Unco-operative behaviour 	
	Accept outcomes for behaviour	<ul style="list-style-type: none"> Minor dishonesty 	<ul style="list-style-type: none"> Major dishonesty
	Rubbish	<ul style="list-style-type: none"> Littering 	
Being Respectful	Mobile Phone	<ul style="list-style-type: none"> Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member) 	<ul style="list-style-type: none"> Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation
	Language	<ul style="list-style-type: none"> Inappropriate language (written/verbal) Calling out Poor attitude Disrespectful tone 	<ul style="list-style-type: none"> Offensive language Aggressive language Verbal abuse / directed profanity
	Property	<ul style="list-style-type: none"> Petty theft Lack of care for the environment 	<ul style="list-style-type: none"> Stealing / major theft Wilful property damage Vandalism
	Others	<ul style="list-style-type: none"> Not playing fairly Minor disruption to class Minor defiance Minor bullying / harassment 	<ul style="list-style-type: none"> Major bullying / harassment Major disruption to class Blatant disrespect Major defiance

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 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 Leyburn 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.

Staff use the behaviour and reward charts with students to deliver consistency of judgements.



Confiscation of Student Property

Personal items that are deemed to be contrary to the good management of the school may be confiscated by teaching staff. Items may be confiscated by teaching staff in the event that it impacts on a child's rights, learning or ability to engaged in curriculum activities. Items that may be confiscated can include; toys, electronic equipment, inappropriate materials including books, magazines, pens, rulers etc. Depending on the level of disruption and / or appropriateness, confiscated items will normally be returned at the end of the day to the student or to the student's parent. If continuation of the prohibited item happens the period of confiscation may be increased as determined by the principal.

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.

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

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

Basic defusing strategies

Avoid escalating the problem behaviour

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

Maintain calmness, respect and detachment

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

Approach the student in a non-threatening manner

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

Follow through

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

Debrief

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

Physical Intervention

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

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



Appropriate physical intervention may be used to ensure that Leyburn 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 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.

Staff are trained in appropriate actions in dealing with students yearly as part of professional development and school wide expectations.

Record keeping

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

- incident report (Appendix 3)
- [Health and Safety incident record](#) (link)
- debriefing report (for student and staff) (Appendix 4).

7. Network of student support

Students at Leyburn 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
- Advisory Visiting Teachers
- Senior Guidance Officer
- School Based Police Officer
- School Based Youth Health Nurse

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.

Leyburn 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,

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 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies

- [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 Searchers at State Education Institutions](#)
- [Using the Department's Corporate ICT Network](#)
- [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

- [Bullying. No Way!](#)
- [Schoolwide Positive Behaviour Support](#)
- [Code of Conduct for School Students Travelling on Buses](#)



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- [Inclusive Education](#)

Endorsement

Principal

P&C President

Regional Executive Director or
Executive Director (Schools)

Effective Date: 24th May 2018 – 1 December 2020

The Use of Personal Technology Devices* at School

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

Certain Personal Technology Devices Banned From School

Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

Confiscation

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

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

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

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.

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

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

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

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

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



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purpose of bullying¹ or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

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

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

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

Text communication

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

Assumption of cheating

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

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

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

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

Special Circumstances Arrangement

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

- * *Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.*

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

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

Purpose

1. Leyburn State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
 - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
 - raising achievement and attendance
 - promoting equality and diversity and
 - ensuring the safety and well-being of all members of the school community.
2. There is no place for bullying in Leyburn 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 Leyburn 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 Leyburn State School there is broad agreement among students, staff and parents that bullying is an observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

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

Prevention

7. 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



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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 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 nonclassroom 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 nonclassroom areas of the school
 - A high level of quality active supervision is a permanent staff routine in the nonclassroom 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 nonclassroom areas.
8. 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.
 9. 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.
 10. 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.
 11. 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 Leyburn 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'.
 12. Leyburn 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.

Appendix 3

Incident Report

Name:

Date:

Person Completing Form:

Name PROBLEM BEHAVIOUR		
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).		

Debriefing Report

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

- Reverse or minimise the negative effects of physical intervention
- Prevent the future use of physical intervention
- Address organisational problems and make appropriate changes

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

Debriefing should provide information on:

- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

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

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

Questions for staff

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

Questions for student

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

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

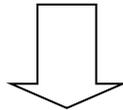


Behaviour Chart

The activity supervisor will make all decisions. Examples are indicative only and consequence will be delivered in accordance with each individual situation. Levels are not tiered.

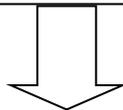
Low Level activity – redirection, loss of privileges, restitution or time out.

Inappropriate comment	Not following directions
Name calling	Disturbing other people
Exclusion	Fiddling
Calling out	



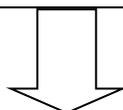
Medium activity –, Restitution, loss of privileges and/or period of removal from play - up to one day no play

Constant low level activity	Back chatting
Pushing/shoving	Inappropriate language
Bullying	



High activity – one or two days no play and withdrawn from all outside activities.

Consistent medium activity	Swearing
Punching/kicking	Bullying
	Vandalism



Extreme activity – Removal from class, Suspension and or Exclusion from school.

Consistent high activity
High level physical violence
High level swearing



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REWARDS

Classroom Rewards.

Years 3-6 students are given a sticker to place on their sticker card when they are caught doing something above and beyond the expected norm in the class. Students may achieve these for exemplary work, behaviour or interactions with others.

10 stickers allows students to pick from the prize bag. 50 stickers allows student to chose from the top shelf prizes.

Years P-2 are allocated tally marks during the day for active participation in lessons and correct behaviour in class. At the end of the day a child from each Year Level, with the most tally marks, will receive a sticker for the Reward Chart. Children who receive 10 tally marks or more will also receive a sticker. At the end of the week, the child from each Year Level with the most stickers for the week will choose first from the Rewards Activities planned for Friday afternoon.

At the end of the Term, the child from each Year level with the most stickers will

Formal Recognition on assembly/newsletter

Student of the Week - Certificate

They are given to students in recognition of an achievement over the course of the week – They may be given for many reasons including; behaviour, work achievement, work effort, improvement or encouragement.

Students receive a certificate to keep showing what they have done well.

Informal recognition

Can included ; appropriate behaviour, use of manners, competing work well/correctly/promptly or reward of a specific targeted behaviour.

Rewards included- positive comment, hand gesture, free time, games outside or other activities.



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Appendix 6

The following are examples of major and minor behaviour, and guidelines on consequences for actions.

Leyburn State School – 2017 Major Behaviour Definitions



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Behaviour	Definition	Examples	Non-Examples	Consequence
Bullying/harassment	Student delivers disrespectful messages (verbal or gestures) to another person that includes: threats or intimidation, obscene gestures, texts, emails, pictures or written notes (Disrespectful messages include negative comments based on race, religion, gender, appearance, ethnicity, disabilities or other personal matters)	Repeated and/or escalating verbal abuse Inappropriate touching of others Sexual comments / pictures which are used to intimidate Verbal and physical threats to harm another person	Appropriate touching as in supervised games.	1 - 2 day no play – conversation with senior teacher in charge. Written letter of apology to person and presented to them.
Defiant/threat/s to adults	Persistent refusal to follow directions combined with a rebellious attitude that challenges an adult	Persistently yelling at an adult Leaving class without permission Continuing to walk away when an adult addresses you Back chatting Failure to adhere to mobile phone policy	Refusal to follow directions due to a skill deficit ie inability to complete task/direction	1 - 2 day no play – conversation with senior teacher in charge. Written letter of apology to person and presented to them.
Disruptive	Persistent behaviour causing an interruption to learning in a class or activity causing the teacher to stop teaching for a prolonged period of time	Yelling/persistent calling out Turning over furniture Sustained loud talking Sustained out of seat behaviour Student does not respond to “Essential Skills” strategies	Making loud noises which are disability related ie tics Calling out answers to questions through enthusiasm	Up to 1 day no play – conversation with senior teacher in charge. Written letter of apology to person and presented to them.
Dress code	Students not wearing the school uniform as per the uniform policy – school based and faculty policy	Wearing a shirt with an inappropriate text or message Wearing short skirts/shorts Wearing non-sun safe	Not wearing school uniform due to circumstances out of their control: ie not having a jumper on a cold day; being unclean,	Conversation with parent by senior teacher in charge. Change of uniform.



		clothing - hats	parents inability to provide the clothing	
IT misconduct	Serious, inappropriate use of digital device/s as detailed in the school's Responsible Behaviour Plan.	Illegal use of devices, use of digital device to cheat during an examination, using someone else's log on details, inappropriate use of social media, accessing inappropriate websites, images, and content.	Ineffective use of computer or associated peripherals. Use of incorrect program during instructional time.	Conversation with parent by senior teacher in charge. Letter of appropriate use of computer. Possible detention to suspension.
Late	Pattern of repeated late arrivals, after problem solving strategies have been implemented.	Arriving repeatedly after 9.00am.	Arriving late due to mechanical fault, unforeseen circumstance.	Conversation with parent by senior teacher in charge. Students to catch up on missed work.
Lying/Cheating	Deliberately and consciously telling an untruth. Copying or plagiarises the work of another for assessment.	Deliberately and consciously implicating a student in a behaviour incident when they were not involved; telling an untruth/s in order to minimise the involvements of a fellow student in a behaviour incident; and misleading by giving incorrect information relation to a behaviour incident. Inappropriately uses a digital device during and examination or test.	Telling tall tales. Use of other students books to catch up when absent.	Up to 1 day no play – conversation with senior teacher in charge. Written letter of apology to person and presented to them.



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Misconduct involving object	Possess a weapon or other object which could cause harm or physical injury to another person.	Uses a weapon or other object e.g. rock, stick, play or sporting equipment etc. to threaten or cause harm or physical injury to another person.		Suspension
Non compliant with routine	Actively or continually refusing to follow reasonable instructions given by an adult.	Ongoing failure to engage with the curriculum. Disrespectful behaviour towards adults.	Misunderstanding of instruction. Change to routine.	Up to 1 day no play – conversation with senior teacher in charge. Written letter of apology to person and presented to them.
Other conduct prejudicial to the good order and management of school	Students engage in actions which interfere with or seriously disrupt school programming and/or occasions.	Engage in Major behaviour actions both on and off the school grounds while in school uniform.	Behaviour resulting from third party influence including serious misconduct by third party. Eg self protection.	Up to 1 day no play – conversation with senior teacher in charge. Written letter of apology to person and presented to them.
Physical misconduct	Inappropriate direct or indirect, physical contact with results in injury or offence to another person or persons.	Hitting, kicking, biting punching, scratching, wrestling, hair pulling, spitting, pushing a person into the path or at another person which may cause injury.	Physical contact during sporting activities.	1 day no play up to suspension – conversation with senior teacher in charge. Written letter of apology to person and presented to them.
Possess prohibited items	Student is in possession of knives, guns (real or look alike) or other objects presumed to be or capable of causing bodily harm	Bringing guns, knives, other potentially dangerous items to school Using an item as a weapon to harm or threaten to harm	Bringing a cultural item (which could be considered a weapon) to school for a curriculum task. These need to be handed to a staff member on arrival and collected at the end of the day.	Suspension / Exclusion
Prohibited items	Student has possession of knives,	Bringing guns, knives, other	Bringing a cultural item	Suspension / Exclusion



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	guns (real or look alike) or other objects presumed to be or capable of causing bodily harm	potentially dangerous items to school Using an item as a weapon to harm or threaten to harm	(which could be considered a weapon) to school for a curriculum task. These need to be handed to a staff member on arrival and collected at the end of the day.	
Property misconduct	Students participating in an activity that results in substantial destruction or disfigurement of property	Breaking classroom items with intent Throwing desks, chairs Throwing rocks, sticks at people and buildings Computer misuse Graffiti	Throwing lunch or wrappers on the floor	1 day no play up to suspension – conversation with senior teacher in charge. Written letter of apology to person and presented to them.
Refusal to participate in program of instruction	Repeated refusal to participate in program of instruction that effects other students learning.	Continuous obstruction of peer involvement in lesson, including noise, physical proximity and visual / gestural actions.	Unable to complete task due to skill level. Physical injury or disability.	Up to 1 day no play – conversation with senior teacher in charge. Written letter of apology to person and presented to them.
Substance misconduct involving illicit substance	Uses or possess illegal drugs, substances or imitations.	Supplies illegal drugs, substances or imitations to others.		Suspension / Exclusion
Substance misconduct involving tobacco and other legal substances	Uses or possesses alcohol, tobacco or another legal substance.	Petrol, paint, lighter fluid, aerosol spray, including deodorant. Supplies such legal substances to other.	Use of school paint during school activities. Use of paint within specialist lessons. Roll on deodorant.	Suspension / Exclusion
Third minor referral	A students receives a third minor referral within two week period.			Up to 1 day no play – conversation with senior teacher in charge.
Threat/s to others	Threatens or harm to an adult or student either directly or	Threat to kill, physically hurt, maim or wound or	Over generalisation of item used in jest eg I'm	1 day no play up to suspension –



	indirectly	injury another person or personal effects.	going to hang you up by your ears.	conversation with senior teacher in charge. Written letter of apology to person and presented to them.
Truant/skip class	Failure to attend school, without permission or a reasonable excuse for scheduled classes or other school activity.	Leaves the school grounds or expected boundaries of a school activity without permission or a reasonable excuse.		Conversation with parent by senior teacher in charge. Students to catch up on missed work. Administrative support. Possible time out of play or suspension.
Verbal misconduct	Swearing or curse words directed towards others in a demeaning or provoking way. Repeated intentional use of inappropriate language. Disrespectful messages include negative comments related to religion, race, gender, ethnicity, appearance, disabilities or other personal matters	Repeated name calling and personal attacks about self, peers and family members Saying, "F.... you" Saying to an adult "F..... off"	Saying "stupid" or "ugly" and it is not directed at others	1 day no play up to suspension – conversation with senior teacher in charge. Written letter of apology to person and presented to them.
Other	Any major problem behaviour not listed as a category.			1 day no play up to suspension – conversation with senior teacher in charge. Written letter of apology to person and presented to them.

All decisions will be made on a case by case situation. Principal and /or senior teacher in charge decide on final consequence due to action.

Leyburn State School – 2017 Minor Behaviour Definitions

Behaviour	Definition	Examples	Non-Examples	Consequence
Bullying/harassment	Major Behaviour			
Defiant/threat/s to adults	Major Behaviour			
Disruptive	Low intensity but inappropriate interference that takes away from the learning environment but does not result in physical harm to self or others	Inappropriate, non-related comments Talking to friends Touching other people or their property Repeated noise – tapping pencils Throwing objects without intent – ie. wads of paper Playing with objects Calling out Leaving chair without permission Tapping on the classroom window/door Arriving at class unprepared – incorrect/no materials, unprepared to work	Unintentional dislocation of objects – dropping pencils, rubbers on the floor Not arriving with materials due to factors outside their control	Conversation with student. Time out 5 minutes.
Dress code	Students wear appropriate uniform and accessories that do not impede learning.	Wearing jewellery; bangles, earrings, rings, loombands, scrunches, wrist bands, watches, will result in confiscation at teacher discretions	Studs Medication identification / religious bracelets and necklaces. Working watch	Conversation with parent.
IT misconduct	Student engages in non-serious but inappropriate (as per IT Policy) use of personal or school technology.	Use of incorrect program during instructional time. Use of personal technology in class without permission.	Ineffective use of computer or associated peripherals. Accidental opening of inappropriate sites.	Conversation with student. Possible timeout



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		Refusal to turn off devices when requested.		
Late	Major Behaviour			
Lying/Cheating	Engaging in minor, low level, lying/cheating	Starting stories Consistently cheating to win eg, during a cricket game Consistently contradicting an adult which impedes other learning.	Students engaging in imaginative play.	Conversation with student. Time out 5 minutes.
Misconduct involving object	Major			
Non compliant with routine	Brief or low-intensity failure to respond to adult requests	Failure to engage with established routines; eg entering classroom, transitioning, asking for help; calling out, crawling around on the follow, hiding under desks, refusal to complete task	Misunderstanding of instructions Confusion with directions	Conversation with student. Time out 5 minutes.
Other conduct prejudicial to the good order and management of school	Unsafe or disruptive behaviour outside classrooms. Movement around school not involving hurting anyone else.	Running on cement or around buildings Running on stairs and verandahs Sliding down stair railings Climbing on the wrong side of the stair rail. Riding bikes, scooters or skateboards in school grounds Entering out of bounds areas	Walking, using stairs appropriately, walking bike around the school, staying in appropriate areas.	Conversation with student. Time out 5 minutes.
Physical misconduct	Non serious, but inappropriate physical contact/touching which does not result in injury	Pushing/shoving Inappropriate physical contact Rough play Throwing objects, food Tripping others	Bumping into others as walking past. Accidental disregard of personal space.	Conversation with student. Time out 5 minutes.



		Spitting on ground		
Possess prohibited items	Student found in possession of prohibited items	Spray paint/ liquid paper/ aerosols/ water bombs Chewing gum Match box cars - toy	School approved rewards and show and tell.	Conversation with student. Contact parent. Time out 5 minutes.
Prohibited items	Student uses and shows other students non-dangerous, prohibited items	Spray paint/ liquid paper/ aerosols/ water bombs Chewing gum Match box cars - toy	School approved rewards and show and tell.	Conversation with student. Contact parent. Time out 5 minutes.
Property misconduct	Low intensity misuse of property by using school or other equipment inappropriately without causing damage or harm.	Playing with scissors Kicking over furniture Scribbling or writing in inappropriate areas Hiding others school belongings Not storing items in their place Tearing pages from a book Snapping rulers, pencils, crayons, erasers etc Taking other's things to use – but not stealing (eg opening other's tidy trays) Throwing waste on the floor	Using equipment appropriately. Accidental misuse of property.	Conversation with student. Time out 5 minutes.
Refusal to participate in program of instruction	Student chooses not to engage in their program by passive actions; fails to do set tasks or respond to instructions	"I'm not doing this" Task avoidance Refusing to bring required materials Arms folded, head on desk Walking away or around classroom "You can't make me" "Go away"	Not hearing instructions Failure to understand instructions.	Conversation with student. Time out 5 minutes.
Substance misconduct involving illicit substance	Major Behaviour			



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Substance misconduct involving tobacco and other legal substances	Major Behaviour			
Third minor referral	Repeated problem behaviour despite staff support, correction and intervention requiring Minor ODR	As per all minor behaviours on this list 3 minor referrals in a short period of time		Conversation with student. Time out 5 minutes.
Threats to others	Student threatens to harm others (low likelihood of it being carried out)	aggressive body language verbal taunts written taunts	Over generalisation of item used in jest eg I'm going to hang you up by your ears.	Conversation with student. Time out lunch time.
Truant/skip class	Student in school ground but not in their timetabled class	Student wandering around school Hiding in toilet Hiding in various other locations	Failure to understand instructions. Accidental timetable issue. Eg in upstairs classroom for behaviour instead of play shed.	Conversation with student. Time out 5 minutes.
Verbal misconduct	Student engages in low intensity repeated use of inappropriate language	Swearing when they make a mistake Mumbles obscenity in frustration This is "crap" Talking back Yelling at another student Disrespectful tone Insolent response to instructions Muted or inferred swearing Calling out Poor attitude - 'whatever'		Conversation with student. Time out 5 minutes.
Other	Student engages in any other minor behaviour which do not fall into the above categories	Rolling eyes Inappropriate gestures		Conversation with student. Time out 5 minutes.

All decisions will be made on a case by case situation. Principal and /or senior teacher in charge decide on final consequence due to action.



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