

Code of School Behaviour

Responsible Behaviour
Responsible Learning



Queensland
Government

Biggera Waters State School

Responsible Behaviour Plan for Students 2016



1. Purpose

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education. *At Biggera Waters State School our purpose is to provide quality education that will equip each of our students to be self-managing confident citizens who can adapt to meet the challenges of an ever-changing and unpredictable future.*

Biggera Waters State School's 'core business' is learning. It is our purpose to provide engaging, quality and inclusive curriculum that stimulates students' motivation. Our staff is enthusiastic and positive about teaching and construct learning environments around meaningful experiences that are worthwhile, challenging and appropriate to individual student abilities and skills.

We endeavour to foster a confidence in our students that allows them to problem solve, to understand their own rights and responsibilities and to respect those of others, to be enthusiastic and positive about learning and to accept responsibility for their choices and to manage their own behaviour.

The Biggera Waters State School community (staff, parents and students) collaborates to provide and maintain a supportive school environment. The success of our community partnerships is paramount to developing an environment of shared responsibility, self-management, mutual respect and cooperation. We are committed to creating a supportive school environment where all members of the community feel safe and happy and able to learn and teach. Within our supportive environment we aim to prepare confident and competent individuals who are responsible, motivated and respectful life long learners.

2. Consultation and data review

The development of Biggera Waters State School Responsible Behaviour Plan for Students was undertaken as a collaborative and consultative process involving the school community. Consultation with staff was undertaken during staff meetings and through written feedback in terms three and four of 2015. Consultation with parents and students was undertaken through P & C meetings, Student Council meetings and the School Newsletter during term four 2015.

The plan was endorsed by the Principal, the President of the P&C and the Executive Director of Schools in November 2015, and will be reviewed in 2018 as required by legislation.

3. Learning and behaviour statement

The Biggera Waters State School Responsible Behaviour Plan for Students is based upon our community's beliefs about learning and behaviour.

Learning

- Everyone has the right to learn/teach/participate in education
- We are developing life long learners
- Children learn best in a supportive and nurturing environment where they feel safe and happy
- Teachers are responsible for developing engaging curriculum to promote learning
- Outcomes are increased within stimulating classrooms where students are engaged in the learning process
- Students should be encouraged to be creative, intuitive, decision making learners
- Effective teaching decreases occurrences of misbehaviour for most students
- Students should be actively encouraged and supported to take some responsibility for their own learning
- Self worth (self esteem) is related to academic achievement
- Teacher/student relationships impact upon learning effectiveness and student engagement

Behaviour

- Everyone has rights that are connected to our responsibilities
- Everyone has the right to feel safe and happy
- Behaviour is a choice and cannot be controlled externally but can be supported
- Self management is achievable in a supportive environment, comes from within and cannot be imposed
- A supportive environment is an environment that is fair and just
- Staff and parents should model appropriate behaviour choices
- Positive choices should be acknowledged/recognised and motivated
- Positive behaviour can and should be taught, modelled, acknowledged and rewarded
- Support of behavioural choices should move from least intrusive to most intrusive
- Clear expectations/guidelines should be set and expected
- Proactive processes and reactive processes should be employed
- Problem solving assists in better behaviour choices
- Conflict resolution can, and should be, taught

Biggera Waters State School beliefs about behaviour and learning are **underpinned by:**



- Mutual respect for oneself and others is critical
- Safety is important
- Our school must give recognition to individual similarities and differences
- Student, staff and parent relationships are vital and cooperation of all stakeholders increases outcomes
- All community members should be/feel valued
- Our school community accepts responsibility for encouraging students to be self managing

The Biggera Waters State School Community actively promotes the following:

WE AIM FOR THE DEVELOPMENT OF SELF-MANAGEMENT – Self-management is based on using freedom wisely and taking responsibility for our behaviour. Students must be able to assume responsibility for the choices they make. This is a component of responsible citizenship.

WE CREATE AN ENVIRONMENT THAT DEMONSTRATES MUTUAL RESPECT – Responsible action is based on reasoning and valuing of self and others with their different backgrounds, experience, values and beliefs.

WE STRIVE FOR A CO-OPERATIVE ENVIRONMENT – Together everyone can achieve more through working cooperatively.

WE DEVELOP AN ENVIRONMENT WHERE RESPONSIBILITIES ARE SHARED – We aim to develop within all students age appropriate skills of decision making and problem solving as a member of a group and as individuals.

To have a supportive school environment where everyone feels safe and happy, we need to uphold certain **rights** and **responsibilities**. We all have the same rights and these go hand in hand with responsibilities. **There are no rights without responsibilities**. A right is something that belongs to us but can be forfeited by our own actions. Responsibilities are those things we should do without being told. Some of these we should do for others and some of these we should do for ourselves. In exercising our rights we will not deny the rights of others and should expect to be corrected if we do.

At Biggera Waters State School we have fair rules and procedures (for all members of the school community) that support the following rights and responsibilities.

The following rights and responsibilities are relevant for all school related activities including; classroom, playground, travelling to and from school, excursions, incursions, camps and when using technology at home or at school.		
RULE	RIGHTS We have the right to:	RESPONSIBILITIES We have the responsibility to:
LEARNING	<ul style="list-style-type: none"> • participate and to learn/teach without disruption • have problems solved in a non-violent non-threatening manner 	<ul style="list-style-type: none"> • cooperate with others • behave in ways that do not cause disruption • remember the classroom learning rule • use technological devices appropriately to enhance learning • only access educationally sound and appropriate material
RESPECT	<ul style="list-style-type: none"> • be accepted equally regardless of gender, race, religion or abilities • be happy and to be treated with respect, understanding and politeness • communicate with others and express our opinions in a socially acceptable manner • use the school environment appropriately 	<ul style="list-style-type: none"> • use manners and to listen to others whilst they are talking • contribute appropriately to discussions, without dominating or putting others down or using inappropriate language • cooperate and treat others politely and with respect • accept responsibility for our own behaviour • try to solve problems without threats or aggression • treat others with understanding and not to ridicule, tease or try to hurt others feelings • demonstrate and promote pride in our school and behave so that the community will respect our school • communicate appropriately at all times and through all means including social media and email
SAFETY	<ul style="list-style-type: none"> • be and to feel safe • work in a pleasant, clean and safe environment 	<ul style="list-style-type: none"> • make the school safe by cooperating with others, by not threatening, assaulting or hurting anyone in any way • use equipment and facilities properly • ensure that the health of others is not put at risk by our actions • move around the school safely, calmly using the agreed procedures and without disturbing others • care for the environment by keeping it clean and being prepared to remove litter

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

• Universal behaviour support

The provision of a supportive school environment where all members of the community feel safe, happy and valued is paramount to us. Within a supportive environment our staff is enabled to teach effectively and our students effectively learn. Biggera Waters State School's three rules for our whole school community sustain the provision of a supportive school environment that respects:

- The rights of all students to learn
- The rights of teachers to teach
- The rights of all to be safe

At the commencement of each school year at Biggera Waters State School teachers and students negotiate classroom rules beneath the umbrella of our three school rules. This negotiation is in recognition of the need for students to have an ownership of the agreed rules.

Teachers communicate the agreed classroom rules to parents/carers during year level information sessions. Teachers also display the classroom rules prominently within our classrooms. The classroom teachers facilitate sessions focussing on our school rules at the beginning of each year and revisit these when necessary. The sessions aim at articulating and establishing a shared understanding of Biggera Waters State School's expected behaviour and our behaviour support processes and procedures.

Throughout the year the administration team are responsible for maintaining the whole school community's understanding of, and commitment to, our expected behaviour. To maintain an understanding and commitment the administration team utilises school newsletters and assemblies.

SCHOOL RULE CATEGORIES

Learning Rule

- This applies to the way we learn and play in classrooms and outside. It covers things like cooperation, taking responsibility to apply oneself to learning, assisting others with their learning and how we get attention or help.

Respect Rule

- This rule applies to the way we treat ourselves and each other and the way we move around the class and the school. It covers how we show pride in our school and ourselves by the way we conduct ourselves and the way we wear the school uniform.
- This rule applies to the way we care for our own, and other people's property. It covers classroom, personal and school property.
- This rule applies to solving problems in a non-violent, non-threatening manner.
- This rule applies to the agreed method of communication within the classroom and in the playground. This rule covers use of appropriate language (verbal and non-verbal).

Safety Rule

- This rule covers safe behaviour (including anti-bullying), use and/or possession of illicit drugs, use of equipment and protection of property.
- This rule also covers the wearing of unsafe clothing and jewellery, and, possession at school of any articles, which are unacceptable and/or inappropriate to school.
- Each person has the responsibility to contribute to the safety of each other person.

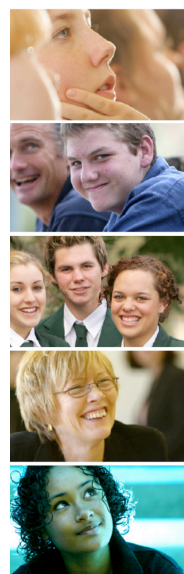
LEARNING MANAGEMENT

In keeping with our beliefs about learning and behaviour, our staff endeavours to support students towards self-management by preparing and delivering engaging curriculum that recognises individual student abilities. The Head of Curriculum assists staff in the delivery of engaging curriculum. Staff manage learning environments by:

- preparing and using appropriate resources
- ensuring that students understand what class rules mean in practical terms
- catering and planning for mixed abilities and individual needs
- setting clear routines
- providing appropriate seating arrangements
- having fair, clear, positive rules and known consequences for inappropriate behavioural choices
- rewarding positive behaviour choices

Rewarding positive behaviour can include:

- acknowledgement through a gesture or smile, pat on the back or a hand shake
- contacting parents/carers
- a material reward e.g. certificate, sticker, stamp, pencil, Possie
- a class celebration
- distribution of whole school positive



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POSSIES – Whole School Positive Reinforcement Program

'Possies' is a school wide system to recognise appropriate behaviour choices in the classroom and in the playground. Possies are colour coded in the following way:

- Learning (Blue)
- Respect (Green)
- Safety (Red)

Staff members will give Possies to students who are displaying appropriate behaviour under the three school rules. Possies are placed in a box and every fortnight. On assembly one student per year level is drawn from the box and presented with a prize. One Possie will also be drawn from a year level box and the teacher who has given the Possie will receive a prize.

Classroom teachers are required to keep a tally of the amount of Possies students are receiving on the 'Possie Chart'. Students who earn 25, 50 or 100 Possies are recognised with 'Thumbs Up' certificates presented at assembly. Possies and Possie Charts are renewed at the beginning of each semester.

BIGGERA BEAR CLASS AWARD

Individual classes are recognised for excellence in one of the school rules each week. This class is presented with the Biggera Bear and a certificate on assembly. The class provides information on Biggera Bear about the reason for receiving the award.

EDUCATING THE WHOLE COMMUNITY

Staff, students and parents/carers are offered opportunities to be informed and up to date about issues and strategies around supporting behaviour. Opportunities may include, but are not limited to:

- Staff professional development
- Student Skilling (social skills programs)
- Parenting Programs

COMMUNICATION

Staff remain available throughout the school year to parents/carers for informal meetings, by appointment, on the academic and social progress of our students. Teaching staff are available for formal interviews with parents/carers at the beginning of term 3 and the end of term 4. In terms 2 and 4 a written report on academic and social progress is provided to parents/carers by the teaching staff.

BEHAVIOUR AWARDS

During the reporting periods in terms 2 and 4 students are awarded behaviour awards according to results they receive in regard to behaviour in the playground and classroom. Students who receive an 'A' for behaviour are awarded a 'Gold Award'. Students who receive a 'B' for behaviour are awarded a 'Silver Award'. Students who receive a 'C' for behaviour are awarded a 'Bronze Award'.

IDENTIFICATION

We maintain a safe environment for our school community by requiring all adult visitors to our school to wear an identification badge during school hours. If an adult does not have an identification badge they will be approached by staff to ascertain the adult's identity and purpose of their visit. Students are instructed to not approach adults without an identification badge and to notify staff of their presence.

SCHOOL DRESS CODE

The school community supports the wearing of a uniform and students are expected to wear full school uniform. Students will be asked to remove non-uniform clothing, make up or jewellery where appropriate. Consequences will be given if students breach the school's Dress Code. Students will be given a note to take home to alert parents to their consequences for breaching the Dress Code.

• Targeted behaviour support

Collection, and analysis, of school and statewide data and information on student behaviour provides information from which targets for behavioural support can be identified. The Principal and Deputy Principals use the analysis of data and information to identify cohorts, classes, groups of students or individual students who are in need of targeted behaviour support.

Staff keep accurate records on classroom behaviour on One School. Staff records include anecdotal records, "Time Out" records and student reflection sheets. Behaviour records are consistently entered onto One School.

Targeted support is provided on a needs basis. Each case is managed individually to enhance outcomes for the student/s involved.





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SUPPORTIVE ACTION

Assistance for students who require more support in becoming self-managing includes:

- Time out- A cooling off period within the classroom or withdrawal from class under supervision
- Behaviour Plans - Individual behaviour support plans are devised and implemented.
- Chaplaincy Program - The School Chaplain provides individual students with support.
- Formal Support - Network of student support is utilised and managed on a case specific basis

TARGETED INTERVENTIONS INCLUDE

- Curriculum modification
- Parent communication/involvement
- Relationship building
- Social skills groups and programs
- School wide positive reward program – POSSIES, Thumbs Up

PROGRAMS THAT SUPPORT TARGETED BEHAVIOUR

When necessary Biggera Waters State School engages external agencies to deliver programs that support targeted behaviour. The programs include, but are not limited to: Paradise Kids, Bravehearts "Ditto Show", Act for Kids.

BULLYING

Our School's Definition

Biggera Waters State School regards bullying as any unprovoked, deliberate and repeated act or behaviour which causes hurt, fear or humiliation in another person. It results from an imbalance of power where the victim has difficulty defending himself or herself, and which may involve physical aggression, social alienation, verbal aggression and emotional intimidation. The school regards the following as possible examples of bullying behaviours.

- **Physical** - Hitting, punching, kicking, scratching, tripping, spitting, pushing.
- **Verbal** - Name calling, put downs, threats, teasing, insults.
- **Social and Emotional** - Spreading rumours, stalking, hiding or damaging possessions, manipulating others, ignoring, excluding, ostracising, alienating, isolating, malicious notes.
- **Social Media/Email** – All the above behaviours via electronic means.

Strategies to support student 'bullies' & 'victims'

- Self esteem programs
- Social skills development
- Assertion skills
- Conflict resolution skills
- Student Centred Written Agreements
- Individual Counselling – Guidance Officer
- Chaplain support

Bust A Bully

A whole school approach is used targeting bullying behaviour. Staff, students and parents/carers have an awareness of what bullying is and the processes to follow if bullying is occurring.

Biggera Waters State School has a clearly defined process for addressing bullying in our school. Students and parents/carers are encouraged to notify our staff of incidents through the "Bust a Bully" process. "Bust a Bully" forms are accessible at the school office are placed in the 'Bust a Bully Box' in the office foyer. The forms and are followed up by the Deputy Principals and appropriate action is taken.

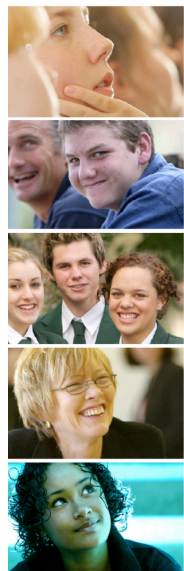
• Intensive behaviour support

At Biggera Waters State School intensive behaviour support is provided through a collaborative approach. Students identified as requiring intensive behaviour support through the Special Needs Committee and/or Administration are supported by the network of student support. The administration team, classroom teachers and parents work closely to devise and implement individual behaviour support plans that encourage and motivate students towards being self-managing.

Parents/Carers are an important part of the collaboration and are encouraged to be involved in the network to support their child. Biggera Waters State School continues to involve parents/carers through open communication and managing cases with clearly articulated processes.

The Principal communicates with South East Regional Office when necessary to enhance support for 'at risk' students. The aim of intervention at this level is to effect behavioural change and re-engage 'at risk' students. As with targeted behaviour support, intensive behaviour support is provided on a needs basis. Each case is managed individually to enhance outcomes of students involved.





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5. Emergency responses or critical incidents

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

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

The Biggera Waters State School 'Critical Incident Policy' has clear procedures for dealing with whole school emergency situations including:

- Evacuation Procedure – used when students, staff and visitors need to be evacuated from school buildings e.g. fire
- Lock Down Procedure – used when students, staff and visitors need to be safely held inside school buildings e.g. dangerous person on premises

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.

At Biggera Waters State School the following procedure should be followed when a student is showing severe problem behaviour within a classroom:

- Teacher is to contact office (or have other staff member contact office) and request support from Administration
- Teacher is to trial 'basic defusing strategies'
- If behaviour continues classroom teacher is to remove other students and leave Administration to deal with student.

The following procedure should be followed when a student is showing severe problem behaviour on the playground:

- Teacher/Teacher Aide is to give a red 'emergency card' to a student and ask them to go straight to the office, wave it in the air and yell emergency.
- Office staff are to establish where the emergency is and alert Administration immediately.
- Teacher/Teacher Aide is to remove other students from area while Administration deals with student.

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 Biggera Waters State School's duty of care to protect students and staff from foreseeable risks or injury is met. The use of physical intervention is only considered appropriate where the immediate safety of other is threatened and the strategy is used to prevent injury.

Record keeping

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

- Incident report
- Health and Safety incident record

6. Consequences for unacceptable behaviour

Students at our school are continually supported in their behavioural choices. The aim for all of our students is self-management. Biggera Waters State School believes that behaviour is a choice. Where students choose appropriate behaviour they are encouraged and rewarded. Students who choose inappropriate behaviour are given opportunities to reflect on their behaviour and then encouraged to self manage in an appropriate manner. Our consequences for unacceptable behaviour are clearly defined and communicated to the whole school community. It is our intent to support student choices in a least intrusive through to most intrusive manner.

At Biggera Waters State School we believe consequences should be:

- Supportive - providing a pro-active support system
- Fair - without pre-judgement or bias and based on weight of evidence/information
- Logical - a connection between behaviour and consequence
- Consistent across the school
- Constructive - assisting students to make better choices in future actions

In the cases of student absence, consequences will be given on the day for return to school.





Code of
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Positive Behaviour
Learning



WHOLE SCHOOL PLAN FOR INAPPROPRIATE CLASS BEHAVIOUR

Sequence of Consequences for Inappropriate Behaviour

CLASSROOM TEACHER

- Step 1. Rule reminder/offer choice
- Step 2. Short time out (think what I should have been doing) in classroom – (approx. 5 minutes)
- Step 3. Longer time out to work out a solution – (approx. 10 minutes)
- Step 4. Time Out class (up to one session)
- Step 5. Office is contacted for Administration assistance (one session withdrawal) and parent/carer involvement

Points to note:

1. Time out – student fills out an appropriate sheet that focuses on correcting the inappropriate behavioural choice.
2. Student returns to step 1 at the beginning of each day.
3. If student is consistently repeating steps 1-3, parents are contacted to discuss options.
4. In recognition of learning and maturity, **Grade 5 and 6 students omit step 2.**

WHOLE SCHOOL PLAN FOR INAPPROPRIATE PLAYGROUND BEHAVIOUR

Playground rules exist for the respect, safety and health of all of the school community.

General behaviour at all times should reflect positively on oneself and one's school. The processes we use should also reflect our commitment to providing a supportive school environment. It is our expectation that all students follow instructions, and are courteous and respectful to all members of the school community.

Playground rules and consequences apply when the child enters the school grounds and covers the period of time before school, during both play breaks and whilst on the grounds after school. These processes do not apply to incidents that occur during first, second or third sessions.

Inappropriate behaviour during the lining up period after breaks will be dealt with as playground behaviour.

The following page guides the application of consequences for inappropriate playground behaviour

	Level 1	Level 2	Level 3	Level 4
Description	Misbehaviour is considered to be of a 'low' level. Student displays misbehaviour that causes minimal disruption, harm or inconvenience to self or other/s or disruption, harm or inconvenience is brought about in an unintentional manner.	A level 1 incident where the rule reminder has been ignored by the student and behaviour has reoccurred or continued.	Misbehaviour is considered to be of a more serious nature. Student displays behaviour that causes, or potentially causes, harm, disruption or inconvenience to self or other/s. Harm or disruption is brought about in an intentional manner.	Major incident. Misbehaviour is at a dangerous or offensive level. Harm or disruption to self or other/s is of a 'high' level.
Examples (This list is not exhaustive. It should assist as a guide.)	Running on concrete Squirting water Littering Yelling Not wearing a hat Isolated teasing or name calling Splashing in puddles Being on a verandah Climbing trees or walls Toys at school Throwing non-harmful projectiles Leaving school grounds to get a 'lost' ball Being in an out of bounds area Consensual rough play Playing in or around toilets Taking another student's hat Not sitting down during eating time Under a building to retrieve a lost item Playing with sticks Pulling leaves off trees Playing after the bell Sliding down stair rails Kicking or playing with balls around buildings	As per level 1 and includes Dress Code breaches	Fighting Kicking, hitting, pulling, biting, strangling, flinging Hurting other/s with objects Ongoing teasing or consistent name calling Throwing harmful projectiles at other/s Leaving school grounds without permission Audible swearing or swearing at students In classroom without teacher present Running away from duty teacher Wasting school resources i.e. toilet paper or soap Rude gestures towards students Spitting at others Disrespect to an adult	High level violence (physical or verbal) towards other/s Gross insolence Vandalism of property Smoking Stealing Bringing dangerous items to school e.g. lighter, knife etc. Bringing inappropriate material to school (printed or electronic) Swearing or making rude gestures to staff Sexual harassment or misconduct Exposing body parts Pulling other's pants down 'Cyberbullying' or sending inappropriate emails Taking photos of students during school hours or on school grounds without permission from the principal Accessing inappropriate material on the internet Showing other students inappropriate material
Consequence/s (If in doubt staff inform student/s that they will consider consequence and notify them at a later point.) Staff can consult with other staff to assist in decision making.	Give a rule reminder in a non-aggressive manner. Consider appropriateness of an alternative consequence e.g. - apologise to person/s involved - 'walk and talk' with staff member on duty - litter removal (gloves or rubbish grabber) - clean or tidy mess made by student - student sits down for a period of time to reflect on behaviour	Rule reminder about misbehaviour must have already been given. Yellow card issued – 10 minutes Planning Room. N.B. Grey slip must be completed and placed in container in office. Consider appropriateness of an alternative consequence.	Yellow card issued – 20 minutes in Planning Room. N.B. Grey slip must be completed and placed in container in office.	Referral to administration. In cases of emergency a RED CARD should be sent to administration for immediate assistance.



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When applying an alternate consequence, staff are able to use discretion and always try to match the misbehaviour to an appropriate consequence.

SAFETY

Students exhibiting dangerous behaviour are removed from the class, or the class is removed from the dangerous situation. Each incident is managed in the interest of safety. Staff judgement is required in each case.

Students are not to bring any property to school which is deemed as inappropriate or dangerous this includes knives, lighters, inappropriate visual material etc. Staff members have the right to temporarily remove inappropriate objects from students when necessary and hand these to a member of the administration team. Parents will be contacted regarding return of these objects and the student will be dealt with according to the consequences in this document.

REPRESENTING THE SCHOOL AT EVENTS/EXCURSIONS

Students representing the school at any school related event are expected to behave in an appropriate manner as per the school rules. Inappropriate behaviour during an excursion or school related event will be dealt with according to the consequences in this document on the student's return to school. Participation in any school event or excursion is based on the child receiving an invitation.

TRAVELLING TO AND FROM SCHOOL

Whilst travelling to and from school students are expected to behave in an appropriate manner at all times. They must wear their school uniform and if travelling on a bus they must comply with the Code of Conduct for School Students Travelling on Buses and Queensland Transport Guidelines for the riding of bicycles and pedestrian road safety (including the wearing of a helmet). Inappropriate behaviour whilst travelling to or from school will be dealt with according to the consequences in this document on the student's return to school.

STUDENT ATTENDANCE

Parents are required to contact the school by phone or send a written explanation to the classroom teacher after a student's absence. Students who arrive late (after 9.00 a.m.) must obtain a Late Slip from the school office and take it to the classroom teacher. Continued absences will be dealt with according to Education Queensland policy. Appropriate absences for students are illness or appointments.

ELECTRONIC DEVICES

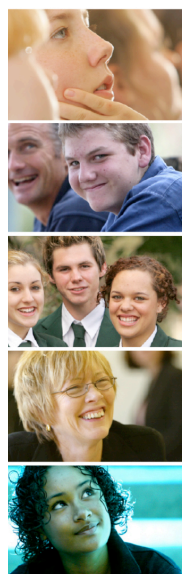
Student mobile phones must be handed to the office on the student's arrival at school and picked up from the office at 3:00 pm. Student mobile phones are placed in a labelled envelope and kept in an office drawer. Students must sign the mobile phone register when leaving and picking up their phone. Inappropriate use of a mobile phone during school or whilst travelling to and from school will be dealt with according to the consequences in this document.

SOCIAL MEDIA/EMAIL

Inappropriate use of social media or email in any way associated with students of Biggera Waters State School, including out of school behaviour that affects the school's good order and management, will be dealt with according to the consequences in this document.

CONSEQUENCES FOR HIGH LEVEL INAPPROPRIATE BEHAVIOURS

<i>Inappropriate Behaviour</i>	<i>Least Intrusive to Most Intrusive</i>
Constant breach of playground rules.	<ul style="list-style-type: none"> • Restriction of playground access • Withdrawal from playground • In-school withdrawal for a specified time (supervision by a member of the administration) • Suspension 1-5 days • Suspension 6-20 days • Proposal for Exclusion
Constant breach of classroom rules.	<ul style="list-style-type: none"> • In-school withdrawal for a specified time (supervision by a member of the administration) • Suspension 1-5 days • Suspension 6-20 days • Proposal for Exclusion
A single incidence of high level inappropriate behaviour.	<ul style="list-style-type: none"> • Restriction of playground access • Withdrawal from playground • In-school withdrawal for a specified time (supervision by a member of the administration) • Suspension 1-5 days • Suspension 6-20 days • Proposal for Exclusion
High level inappropriate behaviour whilst on a school related activity away from the school.	<ul style="list-style-type: none"> • As per rules of sport organisation. • Non participation in next excursion. • In-school withdrawal for a specified time (supervision by a member of the administration) • Suspension 1-5 days • Suspension 6-20 days • Proposal for Exclusion
Inappropriate participation in interschool sport.	
Inappropriate participation in	



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school excursion.

- Examples of serious behaviour that will likely result in the most intrusive consequences (6-20 day suspension, proposal for exclusion) are: possession and/or use or supply of illicit drugs, possession and/or use of a weapon, violent assault, continued bullying, continued intimidation of staff, continued abuse of school property and facilities.
- In extreme circumstances a single incident may lead to a proposal for exclusion of the student.
- Police notifications will occur as required.

School Disciplinary Absences are to be used and implemented after consideration has been given to all other responses.

7. Network of student support

The network for support for students at Biggera Waters State School is based upon a team approach. The team of personnel and agencies work collaboratively to enhance student outcomes. The Biggera Waters State School 'team' includes, but is not limited to:

- School teaching and support staff
- School administration
- Parents
- Special Needs Committee
- School Guidance Officer
- School Chaplain

The Special Needs Committee provides support to students who require more targeted or intensive support. The committee consists of the school Principal, Guidance Officer, Head of Curriculum, Deputy Principals, SEP team and Intervention Team.

Government and non-government agencies such as the local Child Youth Mental Health Service, Department of Communities, Department of Child Safety, Queensland Health Services and Child Protection Investigation Unit also work closely with the school to provide support when necessary.

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 the school community are considered at all times. The network of student support considers students' individual circumstance.

Considerations include, but are not limited to:

- Student's age, cultural background, emotional state, gender
- Context of incident
- Student abilities/skills
- Impairment/special needs

9. Related legislation

- Commonwealth Disability Discrimination Act 1992
<https://www.legislation.gov.au/Details/C2012C00110>
- Commonwealth Disability Standards for Education 2005
<https://www.education.gov.au/disability-standards-education-2005>
- Education (General Provisions) Act 2006
<https://www.legislation.qld.gov.au/LEGISLTN/CURRENT/E/EducGenPrA06.pdf>
- Education (General Provisions) Regulation 2006
http://www.austlii.edu.au/au/legis/qld/consol_reg/epr2006396/
- Criminal Code Act 1899
<https://www.legislation.qld.gov.au/LEGISLTN/CURRENT/C/CriminCode.pdf>
- Anti-Discrimination Act 1991 http://www.austlii.edu.au/au/legis/qld/consol_act/aa1991204/
- Commission for Children and Young People and Child Guardian Act 2000
http://www.austlii.edu.au/au/legis/qld/consol_act/cfcaypacga2000511/
- Judicial Review Act 1991
<https://www.legislation.qld.gov.au/LEGISLTN/CURRENT/J/JudicialRevA91.pdf>
- Workplace Health and Safety Act 2011
http://www.austlii.edu.au/au/legis/qld/consol_act/whasa2011218/
- Workplace Health and Safety Regulation 2011
http://www.austlii.edu.au/au/legis/qld/consol_reg/whasr2011309/



Code of School Behaviour

Better Behaviour
Better Learning

- Right to Information Act 2009
<https://www.legislation.qld.gov.au/LEGISLTN/CURRENT/R/RightInfoA09.pdf>
- Information Privacy (IP) Act 2009
<https://www.legislation.qld.gov.au/LEGISLTN/CURRENT/I/InfoPrivA09.pdf>

10. Related policies and procedures

- Statement of expectations for a disciplined school environment policy
<http://education.qld.gov.au/schools/strengthening-discipline/pdf/statement-of-expectations.pdf>
- Safe, Supportive and Disciplined School Environment
<http://ppr.det.qld.gov.au/education/learning/Pages/Safe,-Supportive-and-Disciplined-School-Environment.aspx>
- Inclusive Education <http://education.qld.gov.au/student-services/inclusive/index.html>
- Enrolment in State Primary, Secondary and Special Schools
<http://ppr.det.qld.gov.au/education/management/Pages/Enrolment-in-State-Primary,-Secondary-and-Special-Schools.aspx>
- Student Dress Code <http://ppr.det.qld.gov.au/education/management/Pages/Student-Dress-Code.aspx>
- Student Protection <http://ppr.det.qld.gov.au/education/community/Pages/Student-Protection.aspx>
- Hostile People on School Premises, Wilful Disturbance and Trespass
<http://ppr.det.qld.gov.au/corp/governance/Pages/Hostile-People-on-School-Premises,-Wilful-Disturbance-and-Trespass.aspx>
- Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions <http://ppr.det.qld.gov.au/corp/governance/Pages/Police-and-Child-Safety-Officer-Interviews-with-Students,-and-Police-Searches-at-State-Educational-Institutions.aspx>
- Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems [http://ppr.det.qld.gov.au/corp/ict/management/Pages/Acceptable-Use-of-Departments-Information-Communication-and-Technology-\(ICT\)-Network-and-Systems.aspx](http://ppr.det.qld.gov.au/corp/ict/management/Pages/Acceptable-Use-of-Departments-Information-Communication-and-Technology-(ICT)-Network-and-Systems.aspx)
- Managing Electronic Identities and Identity Management
<http://ppr.det.qld.gov.au/corp/ict/management/Pages/Managing-Electronic-Identities-and-Identity-Management.aspx>
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
<http://ppr.det.qld.gov.au/education/learning/Pages/Appropriate-Use-of-Mobile-Telephones-and-other-Electronic-Equipment-by-Students.aspx>
- Temporary Removal of Student Property by School Staff
<http://ppr.det.qld.gov.au/education/management/Pages/Temporary-Removal-of-Student-Property-by-School-Staff.aspx>

11. Some related resources

- National Safe Schools Framework <https://bullyingnoway.gov.au/teachers/nssf/index.html>
- Working Together resources for schools
<http://education.qld.gov.au/student-services/behaviour/qsav/school-resource.html>
- Cybersafety and schools resources
<http://education.qld.gov.au/student-services/behaviour/qsav/cybersafety.html>
- Bullying. No way! <https://bullyingnoway.gov.au>
- Take a Stand Together <https://bullyingnoway.gov.au>
- Safe Schools Hub <https://studentwellbeinghub.edu.au/?origin-host=www.safeschoolshub.edu.au>

Endorsement

Principal

P&C President or
Chair, School Council

Date effective: from 1 January 2016 to 15 December 2018

