TOWNSVILLE SOUTH STATE SCHOOL

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

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

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

2. Consultation and data review
Townsville South State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and a community meeting held during Term 1 2019. A review of school data sets from 2015-2018 also informed the development process.

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

3. Learning and behaviour statement
All areas of Townsville South state School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. Our school-wide framework for managing behaviour is Positive Behaviour for Learning (PB4L).

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

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.

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

The foundation of the Responsible Behaviour Plan is the Education Queensland Code of Behaviour which states:
All members of the school communities are expected to:
  • conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.

Students are expected to:
  • participate actively in the school’s education program
  • take responsibility for their own behaviour and learning
  • demonstrate respect for themselves, other members of the school community and the school environment.
  • behave in a manner that respects the rights of others, including the right to learn.
  • co-operate with staff and others in authority.

Parents are expected to:
  • show an active interest in their child’s schooling and progress
  • co-operate with the school to achieve the best outcomes for their child.
  • support school staff in maintaining a safe and respectful learning environment for all students.
  • initiate and maintain constructive communication and relationships with school staff regarding their child’s learning, wellbeing and behaviour.
  • contribute positively to behaviour support plans that concern their child.

Schools are expected to
  • provide safe and supportive learning environments
  • provide inclusive and engaging curriculum and teaching
  • initiate and maintain constructive communication and relationships with students and parents.
  • promote the skills of responsible self-management

Principals are expected to:
  • play a strong leadership role in implementing and communicating The Code in the school community
  • ensure consistency and fairness in implementing the school’s Responsible Behaviour Plan for Students
  • communicate high expectations for individual achievement and behaviour
  • review and monitor the effectiveness of school practices and their impact on student learning.
  • support staff in ensuring compliance with The Code and facilitate professional development to improve the skills of staff to promote responsible behaviour.
A whole school approach shapes, supports and recognises appropriate behaviours in all students at Townsville South State School.

Using a three-tiered approach to facilitating standards of positive behaviour and responding to unacceptable behaviour, Townsville South State School outlines whole school provision of universal, targeted, and intensive supports.

- **Universal**
  In a supportive and well-disciplined school, approximately 80% to 90% of students require little, if any, additional support to follow the school rules and demonstrate appropriate social behaviours. Universal levels of support are provided to all students.

- **Targeted**
  In a supportive and well-disciplined school, approximately 10 to 15% of students may occasionally need additional targeted support, specific adjustments or program intervention. Targeted support is typically delivered in small groups to the identified population.

- **Intensive**
  In a supportive and well-disciplined school approximately 2 to 5% of students may need more intensive support and/or flexible learning options to assist them to continue their learning. These are typically individualised interventions for students with highly complex and challenging behaviours. Functional Behaviour Assessments are generally undertaken to assist with the development of intensive support options.

Universal, targeted and intensive behaviour support includes:
- quality learning and teaching practices;
- a balanced, relevant and engaging curriculum;
- supportive and collaboratively developed procedures;
- the implementation of evidence-based programs;
- regular monitoring and review of school procedures and programs;
- professional development for all members of the school community consistent with the school’s evidence-based approach to promoting positive behaviour;
- adoption of practices that are non-violent, non-coercive and non-discriminatory; and
- a continuum of whole school positive preventative action for all students.

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

A set of schoolwide behavioural expectations has been attached to each of our three 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 conducted by classroom teachers (3-5 mins daily) based on an overarching rule for each week of each term. Decision regarding which aspect/s of the overarching Mudpickers Behave & Learn (PB4L) rule is to be taught is decided by class teachers based on class data.
- Week 1 – Emergency Procedures
- Week 2 – Mudpickers Stay in the Right Place
- Week 3 – Mudpickers Move and Learn Safely
- Week 4 – Mudpickers Care for Ourselves and others
- Week 5 – Mudpickers Make Good Choices
- Week 6 – Mudpickers Solve Problems
- Week 7 – Mudpickers Keep Going
- Week 8 – Mudpickers Help Ourselves and Others to Learn
- Week 9 – Mudpickers Speak and Act Kindly
- Week 10 – Mudpickers Think BEFORE we speak or act

- Reinforcement of learning around the overarching Mudpickers Behave & Learn (PB4L) rule occurs at School Parades through the Principal’s notices and through Rule Rangers (Year 5/6 students selected weekly) handing out colour-coded ‘Be Safe’, ‘Be Responsible’ or ‘Be Respectful’ points to students displaying exemplary behaviour during Parade.
- Reinforcement of learning around the overarching Mudpickers Behave & Learn (PB4L) rule occurs at Before School Reading Time (8.30-8.50am) and at Play Times through Rule Rangers (Year 5/6 students selected weekly) handing out colour-coded ‘Be Safe’, ‘Be Responsible’ or ‘Be Respectful’ points to students displaying exemplary behaviour. Duty staff also hand out colour-coded ‘Be Safe’, ‘Be Responsible’ or ‘Be Respectful’ points to students displaying exemplary behaviour at playtime.
• Reinforcement of learning around the overarching Mudpickers Behave & Learn (PB4L) rule occurs during active supervision by staff during all classroom and non-classroom activities.
• The schoolwide behavioural expectations Rules Matrix is displayed in all classrooms and in outside areas throughout the school.

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

• **Differentiation within the classroom, curriculum and playground** provided as needed for all students, with staff making the necessary adjustments to consistently support students across all classroom and non-classroom settings.
• **Availability of the school’s Responsible Behaviour Plan** on the school’s website for easy access, enabling parents to be actively and positively involved in school behaviour expectations.
• **Whole School Behaviour Focus of the Week** – Each week, teachers examine a behaviour skill directly linked to the school’s Responsible Behaviour Plan and may give ‘Be Safe’, ‘Be Responsible’ or ‘Be Respectful’ points in line with the weekly Behaviour Focus to students demonstrating the Behaviour Focus. During playtime, duty staff hand out ‘Be Safe’, ‘Be Responsible’ or ‘Be Respectful’ points in line with the weekly Behaviour Focus and the Principal reinforces the weekly Behaviour Focus at Parade. Rules Rangers (Year 5/6 students selected each week) hand out ‘Be Safe’, ‘Be Responsible’ or ‘Be Respectful’ points in line with the weekly Behaviour Focus during Parade, during Before School Reading and during playtimes.
• **High Five Strategy** – Talk Friendly, Talk Firmly, Ignore, Walk Away, Report posters are in all classrooms for discussion and taught as a strategy to support children to engage in appropriate ways to deal with conflict situations.
• **Citizenship Points Program** – Students in Years 4-6 are able to earn Citizenship points for volunteer duties that support the school and other students. These points are used towards leadership roles and when 75 points are earned, students receive a Citizenship badge and ongoing acknowledgement for that year in the school newsletter.
• **Essential Skills in Classroom Management Training** – All staff undertake annual training in the 10 Essential Skills in Classroom Management to support student behaviour.
• 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 to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent, appropriate acknowledgement and rewards in the classroom and playground.
• **Attendance Reward** – At the end of each semester, students who have attained 95% or higher attendance are eligible for a reward. At the end of year Awards Night, a book prize is granted to any student with 100% attendance.
• **Positive Behaviour Letters** – In Semester 1, letters are posted home to acknowledge students demonstrating responsible behaviour or improved behaviour. In Semester 2, letters are posted home to students demonstrating excellent behaviour.

**Gotcha Rewards**

end of Week 3 to earn an Each term, students aim to reach Bronze Level by the icy stick reward with the whole school; Silver Level by the end of Week 6 to earn an extra playtime reward and Gold Level by the end of the term to earn participation in a Gold Reward Session (eg. Harry Potter Session, Water Play Session, Movie Session, Games Session, Dance Party etc). To reach Bronze Level, students have to earn 25 Gotchas; to reach Silver Level, students have to earn 50 Gotchas and to reach Gold Level, students have to earn 75 Gotchas in the term. Teachers record Bronze, Silver and Gold Levels in OneSchool and print the generated certificates to present to students.

Students earn 2-3 Gotchas every school day for appropriate behaviour. For every 10 Gotchas earned, a Reward Voucher is given to students. The school runs a ‘Reward Shop’ and each class arranges a visit to the Reward Shop each week so students have the opportunity to ‘cash’ in Reward Vouchers for an icy stick/cup (that complies with Amber Smart Food Choices), a pencil or items worth 1 Voucher in the ‘Reward Shop’. Alternatively, students can ‘save’ Reward Vouchers for higher valued items, including 2 vouchers for a milkshake (that complies with Amber Smart Food Choices). Each time students redeem a Reward Voucher, their voucher is put in a ‘Weekly Draw’ on Parade, where one student's voucher per class is drawn out for additional acknowledgement within the whole school community.

Staff members also award Good Behaviour Points each day to students when they observe them following school rules in both classroom and non-classroom areas. These points are never taken off students as a consequence for problem behaviour. This reinforcement occurs continually throughout the day. When they ‘catch’ a student following the rules, they can choose to give them a Good Behaviour point. For every 5 points students earn, they are given an ‘extra’ Gotcha, which is added towards their term's total and towards Reward Vouchers.

At the beginning of each term, students restart with 0 gotchas. A visual explanation of the system is displayed in each classroom.
In the Prep-1 classes, a physical, visual Gotcha recording system is used in each classroom, so children can see and understand how many Gotchas they have at any point in the term and how many they need to meet the next Reward Level. An electronic record of how many Gotchas each child has is also kept. In the Years 2-6 classrooms, an electronic record of how many Gotchas each child has is kept and verbally announced to each child each day, so they are aware of how many Gotchas they have and how many they need for the next Reward Level. Years 2-6 classes may choose to also have a physical, visual record of students’ Gotchas.

All students start the day with their name tag on the single smiley face (green space) that represents 1 Gotcha. Students’ name tags can be moved both up and down the Gotcha chart. Before second lunch, students’ name tags who have demonstrated appropriate behaviour or followed their plan to behave appropriately in that session are moved to the blue space with 2 smiley faces (representing 2 Gotchas). A small number of students who display exceptional behaviour choices may have their name tags moved to the yellow space with 3 smiley faces that represent 3 Gotchas by the end of the day. Students’ name tags can also be moved to the white space if a Rule Reminder or Re-teach needs to be given for inappropriate behaviour choices. Should students continue to make a poor behaviour choice after both a Rule Reminder and Re-teaching, their name tags will be moved to the apricot-coloured space (neutral face) and asked to Problem-Solve their current behaviour choice to be more conducive to facilitating both their own and others’ learning. Should the inappropriate behaviour choice continue, students’ name tags will be moved to the tan-coloured space (sad face) and they will spend 10 minutes in the classroom at the Thinking Time area, where they will be given time to cool down and can be provided with the 5 Restorative Chat Questions to consider their behaviour choice and its impacts. Should the inappropriate behaviour further continue, students’ name tags will be moved to the deep brown-coloured space (2 sad faces) and they will be removed to Buddy Class for 30 minutes, where they will write or draw responses to the 5 Restorative Chat Questions on a reflection sheet.

Targeted behaviour support
Townsville South State School provides targeted support for students who have not responded to the universal (whole-school) behaviour support processes and strategies employed by the school. School and classroom processes, strategies, adjustments and programs in place to facilitate acceptable standards of behaviour and provide educational support in responding to students demonstrating higher than average rates of problem behaviour include:

- Differentiation within the classroom, curriculum and playground provided for students with multiple behaviour incidents, with staff making the necessary adjustments to support students requiring targeted support across all classroom and non-classroom settings.
- Analysis of OneSchool Major and Minor behavioural data at monthly PB4L meetings to accurately identify students requiring targeted support
- Use of Student Support Referral Form by staff to request assistance (strategies, resources etc) from Leadership Team in relation to individual students requiring targeted support. Leadership Team discuss referrals at fortnightly Leadership Meeting
- Staff directly approaching members of the Leadership Team for immediate access to resources for individual students needing targeted support.
- Leadership team, specialist staff, class teachers and ancilliary staff (including Administrative assistants and School Chaplain) provide a range of research-validated targeted support programs to identified students (eg. Check in/ Check out, adult mentoring).
- Use of data-based criteria to evaluate the support programs provided, to make adjustments as required to address individual students’ needs and to determine when students can exit from the targeted programs.
Intensive behaviour support

At Townsville South state School, intensive intervention procedures, which support continued learning engagement, are in place for students who demonstrate complex and challenging behaviour and who have not responded to both the universal processes and targeted behaviour support strategies employed. These include:

- Analysis of OneSchool Major and Minor behavioural data at monthly PB4L meetings to accurately identify students, who are not responding to targeted support
- Use of Student Support Referral Form by staff to request assistance (specialist staff referrals, external agency referrals, regional behaviour support referrals etc) from Leadership Team in relation to individual students who require additional assistance on top of targeted support. Leadership Team discuss referrals at fortnightly Leadership Meeting
- Use of the Functional Behaviour Assessment Tool to guide development of Individual Behaviour Plans for intensive, individualised support of students demonstrating complex, challenging behavioural needs
- Intensive individualised support plans, including flexible or alternative learning options, developed for the classroom, curriculum and playground for students demonstrating complex and challenging behaviour, with staff making high frequency, necessary individualised adjustments to support students not responding to both whole-school and targeted support strategies across all classroom and non-classroom settings

Responding to unacceptable behaviour

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

1. Re-directing low-level and infrequent problem behaviour

The 10 Essential Skills in Classroom Management (reviewed annually with all staff) are used by staff to help redirect behaviour back to learning and encourage appropriate behaviour:

Skill 1 - Establishing Expectations
Skill 2 – Giving instructions
Skill 3 – Waiting and Scanning
Skill 4 – Cueing with parallel acknowledgement
Skill 5 – Body language encouraging
Skill 6 – Descriptive Encouraging
Skill 7 – Selective attending
Skill 8 – Redirecting to the learning
Skill 9 – Giving a choice
Skill 10 – Following through

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 (Rule Reminder), then provide them with a reteaching of the school expectations in this circumstance (Reteach). Our preferred way of re-directing low-level problem behaviour is to ask students to think of how they might be able to act more safely, more respectfully or more responsibly. 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.

This process is linked to the Gotcha Chart as follows:

a.) Rule Reminder – Our rule is…, So you should be … (Name Tag on White Space)
b.) Repeats undesired behaviour – Reteach – Our rule is…, So you should be…, You need to do….to follow our rule. Provide Positive Pre-corrects - Use proximity, non-verbal cuing, provide choice eg. work now or lunch time/work here near friends or there on own, offer a break eg. toilets, drink, food, energising oval lap, conference with child, ensure task is at right level, increase pre-corrects, provide support for task, provide additional time. (Name Tag on White Space)
c.) Continues with undesired behaviour – Problem Solve using Restorative Chat Questions – What’s happened? What’s the problem? What happened (or could have happened) because of your actions? How can we fix this? (Name Tag Moves to Apricot-coloured Space)
d.) Still continues with undesired behaviour – Thinking Time area (10 mins) in classroom, where they will be given time to cool down and can be provided with the 5 Restorative Chat Questions to consider their behaviour choice and its impacts. **(Name Tag Moves to Tan-coloured Space)**

e) Continues undesired behaviour after 10 mins Thinking Time – Removed to Buddy Class for 30 minutes, where they will write or draw responses to the 5 Restorative Chat Questions on a reflection sheet **(Name Tag Moves to Deep Brown-coloured space – Minor Behaviour Incident entered on OneSchool and Parent/Carer notified by phone)**

f) Further continues with undesired behaviour after Buddy Class – Office Discipline Referral Form completed and referred to Leadership Team member, who meets student to discuss the undesired behaviour and appropriate support and intervention eg. Reflection Room, Walk With Teacher, Sign In/Sign Out **(Major Behaviour Incident entered on OneSchool and Parent/Carer notified by email and acknowledge this by reply email)**

A 'Behaviour Incident Form' (Appendix 1) is completed by staff to record undesired behaviour that reaches the Minor Behaviour Incident threshold and this is then scanned into OneSchool as an attachment to the Single Student Behaviour Incident Record. The form is also sent home to parents to notify them of the behaviour. An 'Office Discipline Referral Form' (Appendix 2) is completed by staff to record undesired behaviour that reaches the level where Admin (Leadership Team) involvement is required, either through a single one-off Major behaviour incident as defined by the Major and Minor Consequence Framework or through a continuation of undesired behaviour recorded on the Behaviour Incident Form that leads to the step where an 'Office Discipline Referral Form' is required.

2. **Targeted behaviour support**

Each year a small number of students at Townsville South 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 targeted support attend usual scheduled classes and activities with appropriate adjustments if required. However, they are provided with increased daily opportunities to receive positive contact with adults and additional support from Check-in/Check-out staff members, therefore increasing their opportunities to receive positive reinforcement. Where required, adjustments are made to provide academic support, adult mentoring (eg. School Chaplain meeting individually with the student twice weekly to support appropriate behaviour) or social skills support by Reflection Room staff (eg. Assisting student in social situations during play times).

Students whose behaviour does not improve after provision of increased opportunities to receive positive adult interaction and reinforcement, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

3. **Intensive behaviour support**

Townsville South State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. These students are referred to the Student Support Team.

The Student Support Team
- facilitates a Functional Behaviour Assessment as appropriate for selected students;
- works with other staff members to develop appropriate behaviour support strategies;
- monitors the impact of support for individual students through ongoing data collection;
- makes adjustments as required for the student; and
- works with other staff to achieve continuity and consistency.

The Student Support Team has a simple and quick referral process in place (Appendix 3). As part of the process, teachers complete a Student Support Referral Form (Appendix 4). Following referral, a Student Support Team member contacts parents and any relevant staff members to
form a support team and begins 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 the school’s Guidance Officer.

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

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

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

Basic defusing strategies
1. 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.

2. 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.

3. 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.

4. 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.

5. Debrief: Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision-making 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; or
- posing an immediate danger to him/herself or to others.

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

Physical intervention 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 and the underlying function of the behaviour.
Physical intervention is not to be used as a response to:
- property destruction;
- school disruption;
- refusal to comply;
- verbal threats; and
- leaving a classroom or the school, unless student safety is clearly threatened.
Any physical intervention made must:
- be reasonable in the particular circumstances;
- be in proportion to the circumstances of the incident;
- always be the minimum force needed to achieve the desired result; and
- take into account the age, stature, disability, understanding and gender of the student.

**Debriefing**
Formal debriefing should be led by a staff member trained in the process who has not been involved in the event.

The goals of debriefing are to:
- Reverse or minimise the negative effects of physical intervention
- Prevent the future use of physical intervention
- 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 in the 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 modified to accommodate their specific receptive and expressive needs.

Record keeping
Each instance involving the use of physical intervention must be formally documented. The processes can be found at [http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx](http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx) online. Each instance involving the use of physical intervention must be formally documented in OneSchool in the Single Student Behaviour Incident section. Details of the incident (time, infringements of school rules, location), witnesses (staff and students), sequence of events (lead-up, during, after), severity, action to de-escalate or redirect the problem, motivation (if known) must be included.

### 6. Consequences for unacceptable behaviour

Townsville South State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. A Behaviour Incident Form (Appendix 1) and/or an Office Discipline Referral Form (Appendix 2) are used to record all Minor and Major problem behaviour and Minor and Major behaviour incidents are recorded electronically in Education Queensland’s OneSchool program.

The recording of three Minor behaviours constitutes a Major behaviour. Consequences in these instances usually consist of 2-6 Reflection Room sessions.

**Minor and Major behaviours**

**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 the expected school behaviour. Staff may have students:

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

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

**Ensuring consistent responses to problem behaviour**

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

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

When responding to problem behaviour, staff first determine if the problem behaviour is Minor or Major, 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 (Leadership) Team.

**Minor** behaviours are those that:

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

**Minor** problem behaviours may result in the following consequences:
- a minor consequence that is logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time (Thinking Time, Walk With Teacher), partial removal (time away eg. Buddy Class, Office Foyer), individual meeting with the student, apology, restitution or work completion in own time, contact of parents/carers, loss of privileges.
- a re-direction/problem-solving procedure. The staff member takes the student aside and:
  1. names the behaviour that the student is displaying;
  2. asks the student to name expected school behaviour;
  3. states and explains expected school behaviour if necessary; and
  4. gives positive verbal acknowledgement for expected school behaviour.

**Major** behaviours are those that:
- significantly violate the rights of others;
- put others / self at risk of harm; and
- require the involvement of School Administration (Leadership Team).

**Major** behaviours result in an immediate referral to Administration (Leadership Team) because of their seriousness. When Major problem behaviour occurs, staff members calmly state the Major problem behaviour to the student and remind them of the expected school behaviour. The staff member then completes the Office Discipline Referral Form (for a Major single incident behaviour) and the Behaviour Incident Form + Office Discipline Referral Form (for a continuation of undesired behaviour), then contacts the Office for the assistance of Administration (Leadership Team).

**Major** problem behaviours may result in the following consequences:
- **Level One:** Apology letter, Mediation, Loss of privileges, Make up of lost time or completion of work in own time, Contact of Parents/Carers, alternate lunchtime activities, 2-6 Reflection Room sessions (may include referral to Check in/Check out program, Learn and Earn, Walk With Teacher or Sign in/Sign out) Action from Administration (Leadership Team)
- **Level Two:** Parent contact, referral to Guidance Officer, referral to Student Support Team, suspension from school

The following table (Minor and Major Consequence Framework) outlines examples of **Minor and Major** problem behaviours, as well as non-examples:

<table>
<thead>
<tr>
<th>One School Category</th>
<th>Major OneSchool Examples</th>
<th>Minor OneSchool Examples</th>
<th>Non-Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bullying/harassment: Repeated, on-going, deliberate social, verbal, physical or psychological interactions that misuse power and are harmful to a targeted child in or out of school. Includes targeting due to identity, race, culture, religion, physical characteristics, gender, sexual orientation, marital, parenting or economic status, age, ability or disability.</td>
<td>(where Admin is involved – referred through OneSchool- and recorded as Major on OneSchool. If Detention is given, parent must be contacted and a Major recorded on OneSchool. Impact: Significant impact on other learners, often intentional</td>
<td>(Handled without Admin involvement and recorded as Minor on OneSchool. If Buddy Class is reached, parent must be contacted and a Minor recorded on OneSchool. Impact: Minor impact on other learners, often unintentional</td>
<td>Impact: Self only, other learners not affected or only slightly affected.</td>
</tr>
</tbody>
</table>

See EQ Bullying website for further information. Repeated (2+ times) deliberate, targeted, power imbalance of teasing, ostracising, pushing, tripping or written messaging after notice to stop the specific behaviour or after support is provided for an alternative behaviour (eg. an alternative play area).

One-off incident with a power imbalance where notice is given to stop the specific behaviour or support provided for an alternative behaviour.

**CONSEQUENCES:**
1. Rule reminder
2. Reteach expectation
3. Problem-solve the situation

Accidental pushing of a child on way to drink taps. Thoughtless, unkind interaction that is not targeted or does not have a power imbalance.
<table>
<thead>
<tr>
<th>One School Category</th>
<th>Major OneSchool Examples</th>
<th>Minor OneSchool Examples</th>
<th>Non-Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RELEVANT RULES:</strong> 1. We speak and act kindly. 2. We solve problems. 3. We handle each situation. 4. We worry about our own actions. 5. We co-operate with others. 6. We are open to the ideas of others. 7. We think about how others feel. 8. We work and play in our team. 9. We think before we speak or act.</td>
<td><strong>CONSEQUENCES:</strong> 1. Apology letter 2. Mediation 3. Contact parents/carers 4. Action from Administration 5. Reflection room - 2-6 sessions decided by Admin</td>
<td>4. Write out an alternative message 5. Discussion about bullying in own time</td>
<td>Taking a short time to process and respond to an adult instruction that impacts only their own learning</td>
</tr>
<tr>
<td><strong>Defiant/threat/s to adults:</strong> Wilful, disobedience of adult instructions with aggressive tone or demeanour or physical actions towards an adult.</td>
<td>Direct threat to harm an adult when given an instruction. Includes throwing objects aimed at the adult, aggressively tipping over furniture, spitting towards an adult, yelling at the adult, running away from the adult after repeated instructions (putting self/others at risk)</td>
<td>Continued ignoring of adult instructions that have been clearly and calmly stated, non-verbal responses like rolling eyes, throwing objects but not towards an adult, tipping a chair</td>
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<tr>
<td><strong>Disruptive:</strong> Any action or verbalisation that affects student learning or routine</td>
<td>Deliberate, continued noise making, calling out, swearing/abusive language or put-downs, pushing or hitting objects.</td>
<td>Talking to the person beside after a rule reminder and re-teaching of the expectation, unintentionally causing a reaction, repetitive sounds, causing a disturbance, making noise due to being unprepared for class</td>
<td></td>
</tr>
<tr>
<td><strong>Dress Code:</strong> On-going, deliberate choice of unsafe or inappropriate dress, hairstyle, hair colour, make-up, jewellery</td>
<td>Deliberate, continued arrival at school in incorrect dress without prior approval</td>
<td>Continuing incidences of arriving at school in incorrect dress without prior approval following notice that requires repeated removal of the incorrect dress code items.</td>
<td></td>
</tr>
<tr>
<td><strong>IT Misconduct:</strong> Misuse/Unsafe or inappropriate use of school computers or ipads/online behaviours that breach the school’s internet agreement or negatively impact the good order and management of the school in or out of school.</td>
<td>Use of school or personal IT property to access or send offensive material or messages, using a camera function for any purpose other than the task given, being physically inappropriate with IT equipment (eg deleting others’ work, unplugging cords), cyber-bullying.</td>
<td>Use of school or personal IT property for any purpose other than instructed by a teacher, accessing a website other than that directed by the teacher, using inappropriate search terms, cyber-teasing, ‘playing’ on devices.</td>
<td></td>
</tr>
<tr>
<td><strong>Major OneSchool Examples</strong></td>
<td><strong>Minor OneSchool Examples</strong></td>
<td><strong>Non-Examples</strong></td>
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<tr>
<td><strong>Minor OneSchool Examples</strong></td>
<td><strong>Non-Examples</strong></td>
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<tr>
<td><strong>Non-Examples</strong></td>
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<tr>
<td>Day-dreaming that impacts own learning</td>
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<tr>
<td>Infrequent arrival at school in incorrect dress accompanied by parental note</td>
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<tr>
<td>Immediate reporting of any inappropriate material on school or personal IT property</td>
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</tr>
<tr>
<td>One School Category</td>
<td>Major OneSchool Examples</td>
<td>Minor OneSchool Examples</td>
<td>Non-Examples</td>
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</tr>
<tr>
<td>Late: Arriving or returning to class/line up area after the learning bell has rung</td>
<td>Repeatedly and deliberately getting to class/line up area after the learning bell has rung without valid reason, late for class 3 times in a week</td>
<td>Occasional late arrival at class/line up area after the learning bell has rung, taking too long to go to the toilet or get a drink.</td>
<td>Running an errand for staff</td>
</tr>
<tr>
<td>Lying/Cheating: Untrue statement that affects the good order and management of the school/Deliberately passing off someone else’s work as your own, including plagiarising, forgery</td>
<td>Repeated, deliberate untruths that violate rules or harm others to an adult when given opportunities to tell the truth, copying someone else’s work in summative tasks, deliberately spreading untrue rumours, signing a person’s name without permission</td>
<td>Untruths not involving or hurting others, getting someone else to do their work, copying someone else’s work in formative tasks, lying to staff about eating lunch.</td>
<td>Unknowingly giving incorrect information, telling a ‘white’ lie to protect another’s feelings.</td>
</tr>
<tr>
<td>Misconduct involving object: Intentional unsafe, inappropriate use of a thing in a way that may cause harm or damage.</td>
<td>Striking someone with a rock or stick to cause harm, damaging school property or someone else’s property (eg. by throwing stones), repeated misuse of an item</td>
<td>Picking up a rock as a threat, hitting with hats, using items not for their intended use that may damage them.</td>
<td>Removing rocks or sticks under staff direction</td>
</tr>
<tr>
<td>Non-compliant with routine: Refusal to follow established school practices or staff directions around school routines or behaviour that causes significant interruption of a class activity.</td>
<td>Repeated, deliberate, persistent ignoring of known routines, leaving the learning area that requires Admin to follow, intentionally not attending Reflection Room, extreme class disruption, not following known consequences.</td>
<td>Not following known class routine, distracting others that interrupts their learning, being out-of-bounds, leaving the learning area without permission, calling out in class to disturb others, walking off when an adult is speaking.</td>
<td>Unknowingly not following routines</td>
</tr>
<tr>
<td>One School Category</td>
<td>Major OneSchool Examples</td>
<td>Minor OneSchool Examples</td>
<td>Non-Examples</td>
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</tr>
<tr>
<td>Other conduct prejudicial to the good order and management of the school: Any other behaviour that disrupts prevents learning in the school – staff to specify the behaviour observed.</td>
<td>Spitting at someone, Staff to specify observed behaviour</td>
<td>CONSEQUENCES: 1. Contact parents/carers 2. Action from Administration 3. Reflection room - 2-6 sessions decided by Admin</td>
<td>NA</td>
</tr>
<tr>
<td>Physical misconduct: Use of any body parts or physical force to harm, hurt or assault another, fighting</td>
<td>Targeted, deliberate punching, forceful kicking, striking, fighting, rough pushing, dacking, hitting in the genital area, ‘shaping up’ with a closed fist, scratching or hair pulling, serious physical contact with intent to hurt, inciting others in conflict or joining in</td>
<td>Pushing/bumping another, gentle hitting or tapping (not near the head), rough play, tackle football without supervision.</td>
<td>Accidently bumping into another person (eg when playing sport)</td>
</tr>
<tr>
<td>Possess prohibited items: Has unauthorised items on the school grounds, including large sums of money and non-illegal items</td>
<td>Using a mobile phone at school, bringing objects that could be used as weapons and implements to use such objects, having sharp knives, pretend guns, sling shots</td>
<td>Having a mobile phone at school without handing it to the office, chewing gum, trading cards, electronic games, using a plastic knife (to cut fruit) unsafely, water bombs</td>
<td>Handing mobile phone into office at the start of the day.</td>
</tr>
<tr>
<td>Property Misconduct: Misuse of school property, damage to school property, vandalism, stealing</td>
<td>Wilful, repeated misuse of school items (eg throwing bat to the ground), wilful damage to property/school items (eg throwing stones at window), stealing others’ belongings, damaging toilets (eg filling with toilet paper)</td>
<td>Accidental damage to property caused by misconduct, taking others’ pencils, rubbers etc without permission</td>
<td>Accidental damage</td>
</tr>
<tr>
<td>Refusal to participate in program of Instruction: Not joining in school curriculum activities or learning program designed for a particular student.</td>
<td>Defiant refusal to participate without reason, persistent refusal in follow staff direction for learning, persistent defiance to complete any work</td>
<td>Using a made-up excuse for non-participation, refusing to complete work, taking too long to begin tasks or get organised</td>
<td>Being genuinely unable to participate (eg sick, needing to lie down)</td>
</tr>
<tr>
<td>One School Category</td>
<td>Major OneSchool Examples</td>
<td>Minor OneSchool Examples</td>
<td>Non-Examples</td>
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<tr>
<td>NB: CLASS TEACHER MANAGED MAJOR</td>
<td>3.Class Meeting 4.Complete unfinished work in own time 5.Thinking Time (10 mins max + sheet) 6. Revisit planning for differentiation</td>
<td>NA</td>
<td>Handing prescription drugs into the office at the start of the day</td>
</tr>
<tr>
<td>Substance misconduct involving illicit substance: Has illegal substances or items to use illegal substances on the school grounds, smoking</td>
<td>Being under the influence of drugs at school, bringing drugs or drug implements to school, possessing cigarettes, aerosol cans, alcohol, cigarette lighters, matches</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>RELEVANT RULES: 1.We care for ourselves &amp; others. 2.We make good choices.</td>
<td>CONSEQUENCES: 1. Contact parents/carers 2. Action from Administration 3. Reflection room - 2-6 sessions decided by Admin</td>
<td></td>
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<tr>
<td>Substance Misconduct involving tobacco and other legal substances:</td>
<td>NA</td>
<td>NA</td>
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</tr>
<tr>
<td>Third minor referral: Occurrence of a third behaviour that breaches the school rules, with the two previous incidences having been handled without admin involvement.</td>
<td>After 3 minor referrals for the same or similar behaviours in a 1 week period where redirection and reteaching AND communication with parent at the first instance AND reflection room sessions have not assisted student to modify behaviour</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>RELEVANT RULES: All</td>
<td>CONSEQUENCES: 1. Contact parents/carers 2. Provide the three Behaviour Incident Referral Forms to Admin (Separate minors for different behaviours) 3. Action from Administration 3. Reflection room - 2-6 sessions decided by Admin, including error correction</td>
<td></td>
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</tr>
<tr>
<td>Threat/s to others: Physical or verbal intention or attempt to intimidate, harm, blackmail or scare students or staff both at school and in travelling to or from school on a single occasion</td>
<td>Using behaviours or articulating an intention to intimidate or hurt others (verbalised, written drawn or gestured), raising a fist with intent to harm, verbal threat (eg ‘I’ll bash you if you tell the teacher’, ‘I’m gonna kill you’)</td>
<td>Saying ‘I won’t be your friend if you don’t do this’</td>
<td>Name-calling (See Verbal Misconduct)</td>
</tr>
<tr>
<td>RELEVANT RULES: 1. We think before we speak or act.</td>
<td>CONSEQUENCES: 1. Contact parents/carers 2. Action from Administration 3. Reflection room - 2-6 sessions decided by Admin</td>
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<tr>
<td>Truant/skip class: Unauthorised absence from set program of instruction</td>
<td>Leaving the school grounds without staff permission, not attending scheduled classes (e.g PE, LOTE, etc)</td>
<td>Invalid reason for not being in class on time</td>
<td>Absent with parent approval</td>
</tr>
<tr>
<td>RELEVANT RULES: 1. We go to the right place at the right time. 2. We use toilets during playtimes.</td>
<td>CONSEQUENCES: 1. Complete work in own time 2. Make up time 3. Buddy Class (30 mins max + sheet) 3. Contact parents/carers 4. Action from Administration 5. Reflection room – 2-4 sessions decided by Admin</td>
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<tr>
<td>Verbal Misconduct: Using unacceptable or abusive language, including swearing, persistent and sexualised comments at others,</td>
<td>Calling out in class to disturb learning, talking back, using unkind/hurtful comments (not</td>
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<td></td>
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</tbody>
</table>
### One School Category

**Major OneSchool Examples**
- ongoing use of disrespectful language, ongoing teasing or name calling intended to offend

**Minor OneSchool Examples**
- sexualised or discriminatory, speaking rudely to adults, inappropriate school language as a reaction without intent

**Non-Examples**
- directed at anyone

#### RELEVANT RULES:
1. We choose nice words.
2. We speak and act kindly.
3. We think before we speak or act.

#### Other:
- Any other unacceptable behaviour not previously stated.

### Consequences for Major Behaviours

<table>
<thead>
<tr>
<th>Level</th>
<th>Main Consequence</th>
<th>Other possible additional consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 3</td>
<td>6 Reflection Room Sessions</td>
<td>• Any of the Level 1 and 2 Major Consequences</td>
</tr>
<tr>
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<td>• Written/Verbal Warning regarding future consequences for Repeated Offences.</td>
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<td>• Parent Contact</td>
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<td>• Alternate Lunchtime Activities</td>
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<td>• Individual Behaviour Support Plan</td>
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<td>• Discipline Improvement Plan</td>
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<td></td>
<td>• Exclusion to Attend Off-Campus Activities</td>
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<td></td>
<td></td>
<td>Referral:</td>
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<tr>
<td></td>
<td></td>
<td>• Targeted Behaviour Support</td>
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<td></td>
<td></td>
<td>• Intensive Behaviour Support</td>
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<td></td>
<td>• Guidance Officer</td>
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<td></td>
<td></td>
<td>• School Chaplain</td>
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<tr>
<td>Level 4</td>
<td>Internal Suspension</td>
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<tr>
<td>Level 5</td>
<td>Short Term Suspension</td>
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<tr>
<td>Level 6</td>
<td>Long Term Suspension</td>
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<tr>
<td>Level 7</td>
<td>Exclusion</td>
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</tbody>
</table>

The severity of the behaviour determines the level of the consequences.

For example, major physical assault or the use/supply or possession of weapons (including knives) or drugs or ongoing persistent major behaviours may receive a School Disciplinary Absence (suspension or proposal/recommendation for exclusion) as a consequence for the unacceptable behaviour.

Ongoing major behaviours will lead to escalation in the level of consequences.

Absences are a breach of the Code of Behaviour to actively participate in the school's program of instruction. The Principal is able to withhold the right for children who have significant unexplained absences to participate in extra-curricular activities (eg. Camp, Last Day Activities, Interschool Sports, Big Day Out etc.).
**Definition of consequences**

| **Thinking Time** | School staff may use Thinking Time or Buddy Class as a strategy for students to manage their own behaviour and to assist the student to calm down. During Thinking Time, the student spends 10 minutes in their classroom at the Thinking Time area, where they will be given time to cool down and can be provided with the 5 Restorative Chat Questions to consider their behaviour choice and its impacts. During Buddy Class, the student is supervised while completing a Reflection Sheet based on the 5 Restorative Chat Questions and given an opportunity to rejoin their own class in intervals of no less than 10 minutes. At lunchtime, Thinking Time is in the Office Foyer and will be no more than 20 minutes for Years 2 – 6 students and no more than 10 minutes for Prep-Year 1 students. |
| **Buddy Class** | |
| **Reflection Room sessions** | A member of the Leadership Team may use Reflection Room sessions as a consequence for breaches of school expectations, which may include when 3 Minor behaviours are recorded, as these then meet the threshold of a Major behaviour event. A Reflection Room session is to be no more than 30 minutes for Years 2 – 6 students and no more than 15 minutes for Prep-Year 1 students during school lunch or 30 minutes after school (NB: Parent will be contacted before an after school Reflection Room session is imposed). |
| **Exclusion from off-campus activities** | The Principal may use Exclusion to Attend Off Campus Activities as a consequence for multiple Major behaviours. Where the off-campus activity is a curriculum activity, work relating to that curriculum area will be provided. |
| **Internal Suspension** | An internal suspension is where a student is cross-classed to continue their schoolwork and the student also has an alternate or separate lunchtime. When 1 internal suspension is issued, a warning letter regarding future consequences for any repeated offence is to be sent home. At this time, the principal meets with the student to discuss strategies to prevent further repeats of this behaviour. |
| **Temporary Removal of Property** | The Principal or staff member of Townsville South State School has the power to temporarily remove property from a student, as per the procedure: Temporary Removal of Student Property by School Staff. |
| **Discipline Improvement Plan** | A Discipline Improvement Plan is a written agreement that sets out strategies and steps to improve a student’s behaviour. It outlines the expectations for behaviour, the consequences for inappropriate behaviour and support to be provided by the school. |
| **School Disciplinary Absences (SDA)** | A principal may suspend a student from school under the following circumstances:
- disobedience by the student
- misconduct by the student
- other conduct that is prejudicial to the good order and management of the school. A student may be suspended, pending a decision to exclude, when the student’s behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:
- disobedience
- misconduct
- other conduct that is prejudicial to the good order and management of the school, or breach of Behaviour Improvement Conditions. The enrolment of a post compulsory school age student may be cancelled if the student’s behaviour amounts to a refusal to participate in the educational program provided at the school. |

**Specific policies have been developed to address:**
- The Use of Personal Technology Devices at School (Appendix 5);
- Procedures for Preventing and Responding to Incidents of Bullying (including cyberbullying) (Appendix 6);
- Keeping Knives Out of Schools (Appendix 7)
7. Network of student support

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

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Senior guidance Officer (consultation)
- Stanton Lodge (through referral)
- Advisory Visiting Teachers
- School Chaplain
- School Police Officer
- School Health Nurse

External support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health Service
- Queensland Health
- Department of Communities (Child Safety Services)
- Queensland Police Service
- Townsville City Council

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.

Townsville South State School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code, ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account a student’s 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 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies and procedures

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

11. Some related resources

• National Safe Schools Framework
• Working Together resources for schools
• Cybersafety and schools resources
• Bullying. No way!
• Take a Stand Together
• Safe Schools Hub
• Schoolwide Positive Behaviour Support
• Code of Conduct for School Students Travelling on Buses
• EQ Code of Behaviour

Endorsement

Principal

P&C President

Effective Date: 1 April 2019 – 31 March 2022
Appendix 1
Behaviour Incident Form (TO ADD)

Appendix 2
Office Discipline Referral Form (TO ADD)

Appendix 3
Student Support Referral Process (TO ADD)

Appendix 4
Student Support Referral Form (TO ADD)
Appendix 5

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.

Personal Technology Devices include, but are 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.

Certain personal technology devices banned from school
Students must not bring valuable personal technology devices like cameras, digital video cameras, mobile phones, smart phones, iPods®, 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. In special circumstances where a device is needed outside of school hours (eg for travel to and from school) permission can be granted for it to be immediately checked in at the office upon arrival at the school and collected at the end of the day. Use of that device on school grounds before or after school would be considered a breach of school rules.

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

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

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

Personal technology device etiquette
Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be handed in at the Office.

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 Townsville South 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 purpose of bullying 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 may be subject to discipline (including suspension and recommendation for exclusion) if they breach the policy by being involved in recording and/or disseminating material (through text messaging, display, internet uploading or other means) or are knowingly the subject of such a recording.

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

1 Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Appendix 6

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

Purpose

1. Townsville South State School strives to create positive, predictable environments for all students at all times of the day. The disciplined teaching environment that we are creating is essential to:
   • achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
   • raising achievement and attendance
   • promoting equality and diversity and
   • ensuring the safety and well-being of all members of the school community.

2. There is no place for bullying at Townsville South State School. Research indicates that both those being bullied and those who bully are at risk of 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 Townsville South State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

4. Bullying may be related to:
   • race, religion or culture
   • disability
   • appearance or health conditions
   • sexual orientation
   • sexist or sexual language
   • children acting as carers; or
   • children in care.

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

Rationale:

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 responses to all problem behaviours, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

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

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

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

• Not responding to messages, but keeping them to report to parents and/or teachers immediately; and
• Reporting any instances they see when a bystander of cyberbullying to parents and/or teachers immediately.

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

10. Townsville South State School will take part in the National Day of Action Against Bullying and Violence on the third Friday of March each year. This is to highlight the importance of bullying issues within our school community and what our school is doing to prevent this.

11. Research indicates that a common outcome of anti-bullying programs 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 programs. The anti-bullying process at Townsville South State School takes care to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.

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

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

- Every student has the right to feel safe and be safe at school.
- No knives are allowed to be taken to school by students.
- There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.
  If a student has a knife a school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

What kinds of knife are banned?

- No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel.
- Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.
- In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.
  The principal can take action against a student who brings a knife to school.
  - If a student has a knife at school, principals can inform the police.
  - Possessing a knife at school may result in serious disciplinary consequences
  - Police can search a student and their property at school if they suspect a student has a knife.
  - A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
  - School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
  - If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
  - If the student does have a knife at school, it can be confiscated by the principal and given to the police.

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

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children’s lunch boxes, pencil cases or craft kits.
- Contact your school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact the principal.
Appendix 8

Appropriate use of social media

Townsville South State School embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities. When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others.

Townsville South State School is committed to promoting the responsible and positive use of social media sites and apps. No student of Townsville South State School will face disciplinary action for simply having an account on Facebook or other social media site.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at Appendix 6, it is unacceptable for students to bully, harass or victimise another person whether within Townsville South State School grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Townsville South State School whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Townsville South State School engaging in appropriate online behaviour.

Role of social media

The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.

Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.

The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

Appropriate use of social media

Students of Townsville South State School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else’s personal information, is not shared.
- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents’ face or shouting in a crowded room.
• Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.

• Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Townsville South State School the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours. Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Townsville South State School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

**Laws and consequences of inappropriate online behaviour and cyberbullying**

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995* (Cth) and the *Criminal Code Act 1899* (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is “using a carriage service to menace, harass or cause offence to another person”.

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking.
- Computer hacking and misuse.
- Possession of child exploitation material.
- Involving a child in making child exploitation material.
- Making child exploitation material.
- Distribution of child exploitation material.
- Criminal Defamation.

There are significant penalties for these offences.

Townsville South State School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Townsville South State School expects its students to engage in positive online behaviours.