



## The Code of School Behaviour

Better Behaviour  
Better Learning

# Responsible Behaviour Plan for Students

Based on The Code of school Behaviour

## SPRINGFIELD CENTRAL STATE SCHOOL

### 1. Purpose

Springfield Central State School's core business is teaching and learning and we are committed to providing a safe, respectful, responsive and disciplined learning environment for **all students** and **all staff** at **all times**. Students at Springfield Central State School will have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing. Students and staff at Springfield Central SS will continually be challenged both collectively and individually to "Raise the Bar".

Our Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that **Staff can TEACH** and **Students can LEARN**. This school endeavours to foster a confidence in all students that allows them to actively think, to understand their own rights and responsibilities and to respect those of others, to be enthusiastic and positive about learning, to accept responsibility for their choices and to **self-manage** their own behaviour.

### 2. Consultation and data review

Springfield Central State School initially developed this plan in collaboration with our school community. Further consultation with parents, staff and students was undertaken when reviewed in 2015.

The plan has many inbuilt processes allowing comprehensive data collection at all levels of the behaviour flowchart. This data allows us to be proactive in our approach to managing student behaviours at Springfield Central. Particular data explored and analysed during the Quadrennial School Review was the A-E behaviour achievement of our students over 3 semesters and school disciplinary actions and attendance. A review of the following important data sets for this school relating to attendance, unexplained absences, suspensions and exclusions, behaviour incidents including bullying and cyber bullying. Other inappropriate online behaviour including inappropriate use of mobile phones or other electronic devices from 2011 - 2012 also informed the development process.

The Plan was endorsed by the Principal, the school council chair and Assistant Regional Director in November 2015, and will be reviewed in 2019 as required in legislation.

### 3. Learning and behaviour statement

Springfield Central as a whole is a learning and teaching environment. Management of student behaviour is viewed as an opportunity for valuable social learning and as a means of maximising student achievement, engagement, success and happiness.

Our Responsible Behaviour Plan outlines a system for facilitating and recognising positive behaviour, being proactive in the prevention of problem behaviour and responding to unacceptable behaviour.

Our Responsible Behaviour Plan guides and assists students to realise their full personal potential and to provide them with the knowledge, confidence, esteem and self management skills necessary to approach all of life's challenges with a positive and productive outlook. This school incorporates thinking, values, attitudes, beliefs and clearly defined behavioural expectations within the curriculum and these are explicitly taught, modelled and practised.





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## @SCSS

# CHILDREN ARE ENCOURAGED and SUPPORTED TO BE SELF-MANAGED STUDENTS

*Each child should feel secure in the knowledge that his/her needs as an individual are understood, valued and catered for and that the whole school community collectively will provide emotional, physical and educational support.*

At Springfield Central we believe:

- All students have a right to learn and to feel safe and happy
- All teachers have a right to teach and to feel safe and happy
- Everyone's rights are connected to responsibilities
- The behaviour of students is the joint responsibility of parents, school staff and the students themselves
- Behaviour is a 'choice'
- Students learn best in a supportive and nurturing environment where they feel valued and cared for
- Teachers are responsible for developing and delivering engaging curriculum that promotes learning
- Positive behaviour is to be explicitly taught, modelled, acknowledged and rewarded
- Thinking, problem-solving and social skills need to explicitly exist within the curriculum to empower students to make appropriate choices
- Teacher and student relationships directly impact upon learning effectiveness and student engagement
- In common language that is non-violent, non-coercive and non-discriminatory
- Consistent interpretation of and response to our school's behaviour flowcharts is paramount
- Quality leadership is an essential element that underpins the creation of a safe, supportive and high functioning school environment

## @SCSS We Believe

**EVERYONE** makes choices about how they act/behave

**EVERYONE** is responsible for their own actions

**EVERYONE** will be supported to accept the consequences of their actions

**EVERYONE** can choose to change their behaviour

Our school expectations have been agreed upon and are endorsed by all staff, P&C and School Council. They are aligned to the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour. (Available on the school website)



Queensland  
Government  
Education Queensland

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



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### • **Universal behaviour support**

At Springfield Central we have built a solid scaffold as the platform for positive school behaviour. This scaffold is built from:

- Strong relationships
- Expectation of achievement for all
- Shared ownership and common goals
- Provision of personalised and purposeful learning
- SCSS vision, beliefs and values
- Collaboration, team work and infusion of new staff and students
- Culture in its many forms

In establishing and maintaining an excellent reputation and school ethos we expect that every member of our school community take a responsible and active role in positively supporting the educational process as well as consistently modelling and setting high expectations.

To promote our standards of positive behaviour we regularly and consistently communicate our expectations to all students, staff and parents. These expectations are communicated and explicitly taught via a number of strategies and programs, including;

- Active and explicit teaching of social skills embedded in curriculum (You Can Do It)
- Explicit and detailed emphasis during the process of enrolment
- Comprehensive induction programs
- Reinforcement of learning for 'You Can Do It' and the school's Codes on assemblies, in classrooms and in the playground.

Our Code of Conduct, Code of Courtesy, belief statements and flowcharts are proudly and prominently displayed in all learning areas and on the school website. Our plan clearly identifies, promotes and rewards positive behaviours.

Our school's proactive and preventative whole school processes and strategies to support student behaviour are articulated in the following policies:

- **SCSS Student Dress Code**
- **SCSS Enrolment Agreement (signed by student and parent)**
- **SCSS Code of Conduct**
- **SCSS Code of Courtesy**
- **SCSS A-E Behaviour Reporting Matrix**
- **SCSS Responsible Use of personal digital devices at school (Appendix 1)**
- **SCSS Procedures for Preventing and Responding to Incidents of bullying including cyberbullying (Appendix 2)**
- **KEEPING SCSS SAFE (use of knives at school) (Appendix 3)**
- **SCSS Managing Classroom & Playground Behaviour Flowchart (Appendix 4)**

Springfield Central SS has a CODE of Conduct and a CODE of Courtesy which outline a set of expected behavioural expectations. In responding to these expectations we require our staff to be consistent, persistent and if required, insistent. Indicators of these codes are formally recognised and monitored. Students are able to clearly identify where they are on our A-E Behaviour Matrix. Students are encouraged to set behaviour goals and identify areas for improvement. Achievement of these goals is formally reported to parents twice a year on semester reports.





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# CODE OF CONDUCT

<p style="text-align: center;"><b>Care for Yourself</b></p> <ul style="list-style-type: none"> <li>* Being responsible and care for your personal property</li> <li>* Using sunscreen &amp; wearing a hat</li> <li>* Wearing your uniform with pride &amp; following dress code</li> <li>* Bringing and eating a healthy lunch</li> <li>* Keeping yourself clean and tidy</li> <li>* Playing safe</li> <li>* Set goals and challenge yourself</li> <li>* Make responsible decisions</li> </ul>	<p style="text-align: center;"><b>Care for Your Learning</b></p> <ul style="list-style-type: none"> <li>* Participate in school activities</li> <li>* Be prepared, organised &amp; ready</li> <li>* Support other learners</li> <li>* On task always</li> <li>* Observe classroom rules</li> <li>* Accept responsibility for your own learning</li> <li>* Work co-operatively</li> <li>* Avoid disruptions</li> </ul>
<p style="text-align: center;"><b>Care for Others</b></p> <ul style="list-style-type: none"> <li>* Care for others property</li> <li>* Accept differences of others</li> <li>* Be understanding and thoughtful</li> <li>* Welcome visitors to our school</li> <li>* Reminding others of rules and appropriate behaviours</li> <li>* Include others</li> </ul>	<p style="text-align: center;"><b>Care for Your School</b></p> <ul style="list-style-type: none"> <li>* Represent our school in public with pride</li> <li>* LIVE the school motto</li> <li>* Value school property and equipment</li> <li>* Take pride in your classroom and learning environment</li> <li>* Report any incidences of vandalism</li> <li>* Returned items borrowed to the correct place</li> </ul>

# CODE OF COURTESY

<p style="text-align: center;"><b>Being Polite</b></p> <ul style="list-style-type: none"> <li>* Take your hat off inside</li> <li>* Be a good listener</li> <li>* Accept similarities and differences</li> <li>* Speak in a friendly tone</li> <li>* Use appropriate body language</li> <li>* Acknowledge others</li> <li>* Be helpful and proactive</li> </ul>	<p style="text-align: center;"><b>Showing Respect</b></p> <ul style="list-style-type: none"> <li>* Respect for property, self and others</li> <li>* Respect for school environment</li> <li>* Following and listening to instructions</li> <li>* Listen when others are talking</li> <li>* Respect cultural differences</li> <li>* Respect cultural occasions</li> </ul>
<p style="text-align: center;"><b>Being Thoughtful</b></p> <ul style="list-style-type: none"> <li>* Looking out for others</li> <li>* Looking after personal and others property</li> <li>* Listening to and acknowledging others opinions</li> <li>* Inclusion of others</li> <li>* Being kind to those in need</li> <li>* Considering others feelings always</li> </ul>	<p style="text-align: center;"><b>Showing Good Manners</b></p> <ul style="list-style-type: none"> <li>* Using appropriate responses</li> <li>* Being positive towards others</li> <li>* Use peoples correct names</li> <li>* Following classroom etiquette</li> <li>* Acknowledging positive remarks or comments</li> <li>* Respecting all students and staff</li> </ul>

### Reinforcing expected school behaviour

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

At Springfield Central State School we follow a least to most intrusive approach and we are always in search of positives. A whole school approach to encouraging children towards self management has been developed. To celebrate positives at SCSS we:

- Encourage staff to send students to admin to share success and be rewarded for their achievements and efforts



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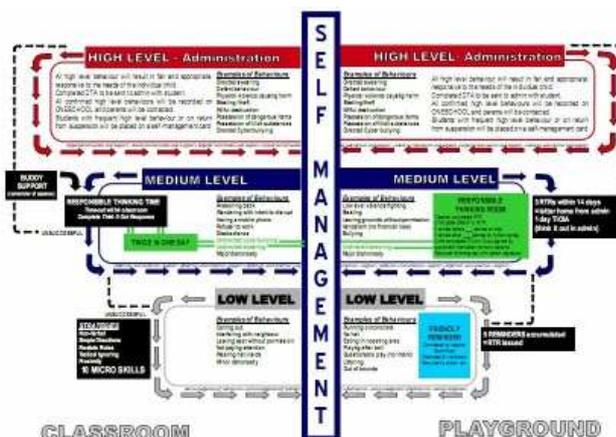
- Continually provide verbal recognition, positive intrinsic and extrinsic rewards to students
- Distribute “The SC Way STAR Awards” in recognition of students who are caught behaving **The Springfield Central Way**. These are placed by the student into a special place in the foyer. A lucky draw is held on each assembly and the selected student receives a \$2 canteen voucher. A letter is e-mailed home to share the SUCCESS. (recorded on ONESCHOOL)
- Teachers present weekly awards on assembly with a focus on the school’s code of conduct and code of courtesy. (recorded on ONESCHOOL)
- Invite self-managed students to Principal Morning Teas
- Annually recognise and reward students who achieve A, B & C behaviour levels on their semester 2 report with a certificate and gold, silver or bronze pin.
- Sensational student awards are presented daily in each class and specialist classes (recorded as a positive behaviour record in Oneschool).

### Responding to unacceptable behaviour

Our Self-Management flowchart (appendix 4) provides a framework for managing unacceptable student behaviour and ensuring Springfield Central State School is a place where **Students Can LEARN** and **Staff Can TEACH**. This flowchart addresses behaviours in the classroom and in the playground. The flowchart is designed to redirect all students to self-management. This redirection is always with care and support. Students are encouraged through reflection to take responsibility for their actions and behaviours. Parents are kept informed at all stages of the flowchart to ensure a consistent approach and collaborative support. The flowchart identifies three levels of behaviours and guides action.

When a student exhibits low level behaviours in the classroom, staff utilise micro skill strategies to redirect the student to self-management. Teachers are encouraged to acknowledge the successful redirection. If the redirection is unsuccessful then the frequency is taken into account and the student progresses to medium level. At medium level, students are required to complete a responsible thinking sheet that requires them to reflect on their behaviour/actions, evaluate it against the school’s expectations and rules then plan how they can modify it to achieve self-management.

SCSS will maintain a digital database of all incidences (low, medium and high) that will enable regular analysis and identification of individuals, cohorts, classes or groups of students in need of targeted support. This data will also inform proactive programs and initiatives.





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### • Targeted behaviour support

Targeted behaviour support is available to any student who frequently cycles through our managing behaviour flowchart at the medium level. It is the frequency rather than the severity of behaviour that results in the provision of targeted behaviour support at Springfield Central State School. The frequency indicates that student learning could be compromised and that the support, reflection, conversation and opportunity to be redirected to self-management has had limited effect.

Targeted behaviour support is initiated by the classroom teacher through the principal and involves the student's parents. Students requiring targeted behaviour support will be guided by a self-management card. This card will be collaboratively developed and encompass achievable goals developed by the student, daily monitoring, reflection and feedback. Additional support provisions for self-management cards will be decided on a case by case basis in response to individual student needs.

Students whose behaviour is not redirected after receiving targeted behaviour support will be referred for intensive behaviour support.

### • Intensive behaviour support

Students who are identified as requiring intensive support through data collection and monitoring of our self management flowchart will be referred to our P.I.E (prevention-intervention-extension) Committee. This committee consists of school based administrative staff, yr level cohort representatives and specialist support staff. Students referred to P.I.E will be supported on a case by case basis in response to the individual student's needs. The reporting and communication processes within SCSS's self management flowchart ensure that parents of these students will have a comprehensive picture of the behaviour history of their child and will have had direct conversations with administration, The referral to the P.I.E committee also requires on-line profiles to be completed by the parent and teacher, parent conference and signature.

At SCSS, intensive behaviour support is provided through a collaborative approach, parents/carers are an imperative part of this collaboration. Springfield Central SS will initiate for students requiring intensive behaviour support a case conference and identify a case manager. An individual behaviour plan will be jointly developed and signed off by all parties. Daily monitoring and communication between home and school will be a condition. To support this process the school may also initiate

- Modifications to task requirements
- Development of individualised management strategies
- Modified timetable or attendance
- Counselling with the school Guidance Officer
- Teacher Aide support through school or regional behaviour funds
- Invitation to parents/caregivers to attend Triple P program
- Referral to other specialist behaviour support
- Referral to outside agencies (CHYMS, Youth Family Services, Child safety, Police, paediatrician, etc.)
- Access to alternative programs

The aim of intervention and support at this level is to effect behavioural change towards self-management and re-engage the individual student at risk.





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### 5. Consequences for unacceptable behaviour

Springfield Central has a clearly articulated flowchart (Appendix 4) that identifies consequences for unacceptable behaviour. These flowcharts are displayed in all learning areas. Students at SCSS are continually supported in their behaviour choices. The aim for all of our students is to be self-managed. We believe that behaviour is a choice.

Students who choose inappropriate behaviour are given opportunities to reflect on their behaviour. Our consequences for unacceptable behaviour are clearly defined and communicated to the whole school community. It is our intent to support students in a least to most intrusive manner. At SCSS we believe consequences should be

- SUPPORTIVE (providing a proactive support system)
- FAIR (without pre-judgement or bias)
- LOGICAL (a clear connection between behaviour and consequence)
- CONSISTENT (across the whole school)
- CONSTRUCTIVE (assisting students to make better choices in the future)

When responding to inappropriate behaviours, staff members will ensure that students understand the relationship between the behaviour and the expectations of the school. Students are required to reflect on this in writing for medium and high level behaviours.

#### CODE OF CONDUCT

Care for **YOURSELF**  
Care for **YOUR LEARNING**  
Care for **YOUR SCHOOL**  
Care for **OTHERS**

#### CODE OF COURTESY

Being **POLITE**  
Showing **GOOD MANNERS**  
Being **THOUGHTFUL**  
Showing **RESPECT**

**Consequences for unacceptable behaviour are applied according to the severity and the frequency of the behaviour.**

#### Minor and major behaviours

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

- Minor (low and medium level) behaviour incidents are handled by staff members at the time it happens
- Major (high level) behaviour incidents are referred directly to the school Administration team (DTA)

#### **Minor problem behaviours are those that:**

- are minor breaches of the school rules as identified as low/medium behaviours on our flowchart
- 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 inappropriate behaviours
- do not require involvement of specialist support staff or Administration.

#### **Minor problem behaviours may result in the following consequences:**

- a minor consequence logically connected to the inappropriate behaviour, such as:
  - a re-direction process (friendly reminder) where a staff member takes the student aside and:
    1. names the behaviour that student is displaying
    2. asks student to name expected school behaviour



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3. states and explains expected school behaviour if necessary
4. gives positive verbal acknowledgement for expected school behaviour.
  - o a complete removal from an activity or event for a specified period of time (class time-out, behaviour reflection time)

Major behaviours are those that:

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

Major (high level) behaviours result in an immediate referral to school Administration because of their seriousness. (Direct to Admin) When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. The staff member then directs the student to Administration. A report of the student's behaviour and the follow up is recorded on OneSchool.

Major unacceptable behaviours may result in the following consequences:

- Time out in Admin, loss of privilege, restitution, warning regarding future consequence for repeated or persistent inappropriate behaviour, referral to P.I.E.

AND/OR

- Parent contact, referral to Guidance Officer, referral to school based Team, referral for specialist behaviour services, suspension from school, behaviour improvement conditions.
- Students who engage in serious unacceptable behaviours such as major violent physical assault or the use/supply or possession of weapons (including knives) or drugs may receive a Behaviour Improvement Condition or a School Disciplinary Absence (suspension or proposal/recommendation for exclusion) as a consequence of unacceptable behaviour.

**Departmental Definition of consequences\***

<b>Time out</b>	<p>A principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down.</p> <p>During time out, student is to be supervised and given an opportunity to rejoin class in intervals of no more than 10 minutes.</p>
<b>Detention</b>	<p>A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations.</p> <p>A detention is no more than 20 minutes during school lunch or 30 minutes after school (parent will be contacted before after school detention is imposed).</p>
<b>Temporary Removal of Property</b>	<p>A principal or staff member of (insert School name) has the power to temporarily remove property from a student, as per the procedure <a href="#"><i>Temporary Removal of Student Property by School Staff</i></a>.</p>



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

\*Refer to departmental procedure [Safe, Supportive and Disciplined School Environment](#) for further details.

The following table outlines examples of minor (low and medium level) and major (high level) behaviour incidents.



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CLASSROOM			PLAYGROUND	
POSSIBLE CONSEQUENCES	EXAMPLES	LEVEL	EXAMPLES	POSSIBLE CONSEQUENCES
10 micro skills (redirected with acknowledgement or cycle to medium level)	Calling Out Interfering with neighbour Leaving seat without permission Not paying attention Wearing hat inside Swinging on chair	LOW LEVEL	Running on concrete No hat (out of shade) Eating in no eating area Playing after bell Questionable play Littering Out of bounds	FRIENDLY REMINDER (5 reminders = RTR)
Responsible Thinking (student completes reflection) (2 Time-out in 1 day = BRO)	Answering back Wandering with intent to disrupt Refusal to work Disobedience	MEDIUM LEVEL	Low level fighting Stealing Leaving grounds without permission Vandalism (no loss) Bullying Undirected swearing Having/using a mobile phone	BRO (Responsible Thinking Room) Student writes letter to parents reflecting on behaviour  (3 BRO within 14 days = letter home in writing and 1 day Think It Out in Admin)
Inappropriate behaviour in time-out = buddy time out	Disrupting learning of others Undirected cyber bullying Undirected swearing Having/using a mobile phone			
SCSS considers excursions and camps a privilege. Guidelines for attendance at all such activities will be clearly articulated and communicated. Students who frequently cycle through medium level behaviours will lose the privilege.				
DTA (Direct To Admin) & Loss of privilege TIOIA (Think it out in admin) Suspension (1-5 days) Suspension (6 - 20 days)	Directed swearing Defiant behaviour Physical violence causing harm Stealing/theft Wilful destruction Possession of dangerous or illegal item Directed cyber bullying Explicit sexual behaviour Use of weapons	HIGH LEVEL	Directed swearing Defiant behaviour Physical violence causing harm Stealing/theft Wilful destruction Possession of dangerous or illegal item Directed cyber bullying Explicit sexual behaviour Use of weapons	DTA (Direct To Admin) & Loss of privilege TIOIA (Think it out in admin) Suspension (1-5 days) Suspension (6 - 20 days)
Students who engage in very serious high level behaviours can expect to be recommended for exclusion from school following an immediate period of suspension. <b>Student Disciplinary Actions will be used after the consideration of all other responses.</b>				

### Ensuring consistent responses to inappropriate or unacceptable behaviour

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

Students also receive training about how to respond when other students display inappropriate or unacceptable behaviour. The courteous way to respond when a staff member redirects a student's behaviour is taught and rehearsed to reduce the impact of peer engagement in the behaviour incident.

Student disciplinary absences (suspension and exclusion) may be considered:

- in the event of a serious, one-off behaviour incident or
- after consideration has been given to all other responses.

### 6. 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.***

***Severe unacceptable 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.***



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### Immediate Strategies

- Avoid escalating the unacceptable behaviour  
Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
- Maintain calmness, respect and detachment  
Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
- Approach the student in a non-threatening manner  
Move slowly and deliberately toward the situation or incident, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

### Reinforcement and Correction Strategies

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

### Follow Up Strategies

- Restore normal school operations as soon as possible.
- Provide post incident opportunities that include:
  - Assisting any distressed student/s to access appropriate support, e.g. Guidance Officer.
  - Assisting the individual student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.
  - Recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.

### **PHYSICAL INTERVENTION**

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

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

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

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

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

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

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



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Any physical intervention made must:

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

### RECORD KEEPING

Each instance involving the use of physical intervention must be formally documented on oneschool.

### 7. Network of student support

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

- School teaching and support staff
- School administration
- Parents
- Prevention – Intervention – Extension Committee
- Behaviour support specialists
- Guidance Officer

The SCSS P.I.E (Prevention, Intervention & Extension) Committee provides support to students who require more targeted or intensive support.

Government and non-government agencies will also work closely with the school to provide support where necessary.

### 8. Consideration of individual circumstances

Springfield Central State School is a place where Students can LEARN and Staff can TEACH.

We acknowledge that responses to inappropriate behaviour must consider the particular situation and context, the individual circumstances and actions of the student. These aspects must be wisely balanced against the needs and rights of all our school community members and our clearly articulated flowchart for managing behaviours. . We recognise that this is a complex and demanding task.

SCSS 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 expected behaviour ranging from the least intrusive sanctions to the most intrusive
- recognising and taking into account student's age, gender, disability, cultural background, socio-economic situation and their emotional state
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at an 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

**Our Principal has final responsibility for all decisions made.**



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### 9. Related legislation

10. [Commonwealth Disability Discrimination Act 1992](#)
11. [Commonwealth Disability Standards for Education 2005](#)
12. [Education \(General Provisions\) Act 2006](#)
13. [Education \(General Provisions\) Regulation 2006](#)
14. [Criminal Code Act 1899](#)
15. [Anti-Discrimination Act 1991](#)
16. [Commission for Children and Young People and Child Guardian Act 2000](#)
17. [Judicial Review Act 1991](#)
18. [Weapons Act 1990](#)
19. [Work Health and Safety Act 2011](#)
20. [Work Health and Safety Regulation 2011](#)
21. [Right to Information Act 2009](#)
22. [Information Privacy \(IP\) Act 2009](#)

### 23. Related procedures

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

### 24. Some related resources

- [Schoolwide Positive Behaviour Support](#)
- [Code of Conduct for School Students Travelling on Buses](#)
- [National Safe Schools Framework](#)
- [National Safe Schools Framework Resource Manual](#)
- [Working Together resources for schools](#)
- [Cybersafety and schools resources](#)
- [Bullying. No way!](#)
- [Take a Stand Together](#)

### 12. Endorsement

Principal A. Goole

J. Larrazabal  
Chair, School Council

Regional Executive Director or  
Executive Director (Schools)

Date effective:

From December 2016 to December 2019

## USE OF PERSONAL TECHNOLOGY DEVICES @SCSS

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

### Certain Personal Technology Devices Banned From School

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

### Confiscation

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

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

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

### Personal Technology Device Etiquette

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

### 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 Springfield Central State School. Students using personal or school owned 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.

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 or school owned 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



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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 involved in:

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

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

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

### Text communication

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

### Assumption of cheating

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

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

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

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

### Special Circumstances Arrangement

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

### Inappropriate behaviour outside of school hours

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

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



### PROCEDURES FOR PREVENTING AND RESPONDING TO INCIDENTS OF BULLYING (INCLUDING CYBERBULLYING)

#### Purpose

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



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school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

- The anti-bullying procedures at Springfield Central State School are an addition to our Responsible Behaviour Plan. 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 through regular and explicit exposure to Program Achieve Keys; getting along, confidence, organisation, persistence and resilience.

### Prevention

- Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our Managing Behaviour Plan will be maintained at all times. This will ensure that:
  - Our behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
  - All students know our 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 the Springfield Central Way, including those associated with following our routines, from all staff in all areas of the school.
  - Our Managing Student Behaviour Flowchart and Key messages are displayed prominently in every learning area in the school and referred to on a daily basis.
  - Implementation and use of this program is with a consistent and caring approach.

### Reporting BULLYING

- Students at SCSS are encouraged to report bullying
- After each play break, students participate in a 10 minute ANCHOR in all classrooms. An ANCHOR is a self-directed, intensive activity related to the learning area that will follow. The primary purpose of an anchor is to focus the child's attention to learning after a break. The secondary purpose is to allow a 10 minute window in which all students have access to collaboratively complete a bully report form with their teacher.
- The bully report form is e-mailed to the Principal
- The principal then discreetly follows up the Bully Report and actions as appropriate.

*SAVING THE DOCUMENT – Please save as: BRFCLASSNAME\_ ChildSurname,Childgiven name\_MonthDate  
example would be*

***BRF1B4Smith,Julie\_March3***

*SAVE under the name of the person REPORTING the bullying  
Bully report forms MUST be completed in collaboration, teachers may type as the scribe. Any forms that arrive that are not from a staff e-mail will be ignored.*

*PARENTS DO NOT HAVE ACCESS TO BULLY REPORT FORMS for completion*





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# BULLY REPORT

STUDENT NAME:	
CLASS:	TEACHER:
I wish to report:	
Name:	Class:
Name:	Class:
Name:	Class:
Reason for REPORT <ul style="list-style-type: none"> <li>■</li> </ul>	
I HAVE TRIED TO RESOLVE THIS BY: <ul style="list-style-type: none"> <li>■</li> </ul>	
DATE OF REPORT:	TIME OF REPORT:

**THIS FORM NEED BE EMAILED TO THE PRINCIPAL FROM A STAFF ACCOUNT**



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# WORKING TOGETHER TO KEEP SCSS SAFE

We can work together to keep knives out of school. At Springfield Central 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 SCSS 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 on 34708666 or via e-mail [the.principal@springfieldcentralss.eq.edu.au](mailto:the.principal@springfieldcentralss.eq.edu.au)



# SCSS MANAGING BEHVAIOUR FLOWCHART

