

Chatswood Hills State School

Responsible Behaviour Plan for Students

1. Purpose

Chatswood Hills State School is committed to providing a safe, supportive, 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.

At Chatswood Hills SS we believe that learning to be part of a group, taking responsibility and learning to follow rules are vital skills for children to develop to ensure that they can take an active and positive role in society in their future.

2. Consultation and data review

Chatswood Hills State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through a newsletter survey distribution during November 2012. Staff are regularly consulted during staff meetings and forums to contribute their feedback of our existing plan. Our Behaviour Plan was rated highly in our audit in 2014. It was most recently reviewed in 2016.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director.

3. Learning and behaviour statement

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

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Chatswood Hills 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 Code of Conduct to teach and promote our high standards of responsible behaviour:

- Care
- Consideration
- Co-operation
- Common Sense.

Our school Code of Conduct has 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.

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

- **Universal behaviour support**

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

The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

ALL AREAS	CLASSROOM	PLAYGROUND
<ul style="list-style-type: none"> ▪ Use equipment appropriately ▪ Keep hands, feet and objects to yourself ▪ Ask permission to leave the classroom ▪ Be on time ▪ Be in the right place at the right time ▪ Follow instructions straight away ▪ Respect others' personal space and property ▪ Care for equipment ▪ Clean up after yourself ▪ Use polite language ▪ Wait your turn ▪ No chewing gum at school ▪ Hand in mobile phones to the office on arrival to school ▪ Follow our school uniform policy/expectations 	<ul style="list-style-type: none"> ▪ Walk ▪ Sit properly on your chair and ask permission to leave your desk or the room ▪ Enter and exit room in an orderly manner ▪ Be prepared ▪ Complete set tasks ▪ Follow all teachers' directions and instructions ▪ Take an active role in classroom activities ▪ Keep work space tidy ▪ Be honest ▪ Raise your hand to speak ▪ Respect others' right to learn ▪ Talk in turns ▪ Be a good listener 	<ul style="list-style-type: none"> ▪ Wear correct shoes and socks at all times ▪ Be sun safe; wear a broad brimmed hat ▪ Eat in the designated areas only at eating time and under the covered tuckshop area at other times ▪ Place litter in the bin ▪ Leave areas clean and tidy ▪ Care for the environment ▪ Participate in school approved games ▪ Contact sports are not permitted ▪ Play fairly – take turns, invite others to join in, follow rules ▪ Be a problem solver ▪ Keep out of out of bounds areas ▪ Return equipment to appropriate place at the end of each play session ▪ Walk on the concrete

TOILETS	CROSSINGS/BIKE RACKS
<ul style="list-style-type: none"> ▪ Respect privacy of others ▪ Use toilets during breaks ▪ Wash hands ▪ Walk ▪ Use toilets and toilet paper appropriately ▪ Turn off taps 	<ul style="list-style-type: none"> ▪ Use own bike/scooter only ▪ Lock your bike/scooter in the bike rack ▪ Wear a helmet on your bike or scooter ▪ Walk bike/scooter while in the in school grounds ▪ Leave school promptly at end of day

Online behaviour – any inappropriate online behaviour, including out of school behaviour, that affects the school's good order and management and/or targets students or staff will be dealt with under the school's behaviour processes. Inappropriate incidents will be addressed in conjunction with the students and parents to ensure that the material is deleted. The posting of materials related to our school 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 who engage and promote inappropriate material relating to the school or staff may also be dealt with under the school behaviour processes even if this happens out of school times. The consequences for such actions will depend on the frequency of engagement, previous history, seriousness of actions and the impact on others. Depending on the seriousness of the engaged inappropriate behaviours, consequences may include a range of responses from formal warnings and detentions to suspension and exclusion from school.

Weapons at school – the bringing of any weapon to school, with the intent to use or threaten/scare other members of the school community, is viewed as a very serious breach of our behaviour code. A weapon is defined as any object designed to inflict harm on others including (but not limited to); knives, syringes, blades, box cutters, guns, lighters and aerosol cans, purposely sharpened implements, razor blades etc. Any student involved with possessing or using a weapon at school will be dealt with under the school behaviour processes. The consequences for such actions will depend on the frequency of engagement, previous history, seriousness of actions and the impact on others. Depending on the seriousness of the engaged inappropriate behaviours, consequences may include a range of responses from formal warnings and detentions to suspension and exclusion from school. Where deemed appropriate the student may also be referred to the QPS.

Property searches and seizures by staff – At all times the safety well-being of students and staff is paramount. Staff also have a duty to ensure that the core business of teaching and learning is not disrupted by property that students may bring to school. Where the property only impacts on the good order of the school or class and does not pose a safety risk, staff members have a right to confiscate the item temporarily and return it to the student by the end of the day or week. Repeated episodes may result in a longer confiscation period.

If students' property is dangerous or illegal, a staff member has the right to remove the object from the student and return it via an appropriate authority i.e. parent, caregiver or QPS.

If a staff member has reason to suspect that a dangerous or illegal item is present in a student's bag or personal belongings, the staff member will express the concern to the student and seek permission to search their belongings for the item. If a student refuses permission for a search, the staff member has the right to retain the property until a parent or QPS member gives permission to search or conducts a search for the suspected item.

Where our behaviour code has been breached, an appropriate consequence under our behaviour policy will be implemented after all factors have been considered. The consequence may range from formal warnings or detention to suspensions or exclusions.

This is not an exhaustive list, rather an example of specific behaviours. School behavioural expectations are guided by our Four C Code of Conduct: Care, Consideration, Co-operation and Common Sense.

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

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning through behaviour lessons and reminders on school assemblies and during active supervision by staff during classroom and non-classroom activities.



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

- Regular rule reminders on assemblies and in class.
- Dedicated teaching time at the start of the year and of each term reminding students of expectations.
- Comprehensive induction programs in the Chatswood Hills State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Development of specific policies to address:
 - The Use of Personal Technology Devices* at School (Appendix 1)
 - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).

Reinforcing expected school behaviour

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

Chatswood Hills State School Positive Support

At class level, each staff member designs a positive reward system for reinforcing appropriate behaviour. Rewards may be provided within varying time frames: each session, daily weekly or longer depending on the age of the students. Rewards are aimed at individual behaviour as well and group and whole class situations. Additionally, every teacher nominates a student for a Principal's Award and Citizenship Awards each fortnight for assembly.

In the playground, teachers hand out a 'Gotcha' to students they observe following school rules. This reinforcement occurs every break time. When they 'catch' a student following the rules they can choose to give them a 'Gotcha'. Students put it into a special box in the Administration Block.

Each Monday on assembly 3 to 5 'Gotchas' are picked from the box and these students receive a prize. Each time any child receives ten 'Gotchas' over a term they are awarded a 'Super Gotcha' certificate on an assembly. 'Gotchas' are never removed as a consequence for problem behaviour.

At the end of each term, students who have remained on Phase One of our behaviour steps (i.e. have demonstrated appropriate and responsible behaviour for the term) are awarded a certificate recognising this achievement. Students start each term on Phase One and only move off Phase One if their behaviour choices are inappropriate and against school policy.

Responding to unacceptable behaviour

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

Re-directing low-level and infrequent problem behaviour



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When a student exhibits low-level and/or infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations.

Our preferred way of re-directing low-level problem behaviour is to ask them 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.

• Targeted behaviour support

Each year a small number of students at Chatswood Hills State School are identified as needing additional support in the way of targeted, specific 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.

Response to this level of behaviour is through immediate removal from the situation, to support a change in choices using the Buddy Room system for class events and the Restricted Play Room for break time concerns. Parents are always informed in writing of behaviours at this level and each child's behaviour choices determines their Behaviour Phase (and conditions) for the rest of the term.

Chatswood Hills State School Code of Student Behaviour - Phases

Phase	Description/ Consequences	Outcomes
Phase One	Students are responsible for managing their own behaviour without any support other than general class rules and general rule reminders.	End of term certificate to acknowledge commendable behaviour. Classroom encouragement, recognition and rewards.
Phase Two	Students who are responsible for managing their own behaviour with the help of the class teacher in the form of individual reminders and warnings, guidance and classroom level intervention strategies.	Classroom encouragement, recognition and rewards. Classroom level intervention strategies.
Phase Three	Students who need a third support strategy, external to class structures to help manage their own behaviour. Their behaviour choices result in their removal from activity via Buddy Classroom and Restricted Play Room.	Behaviour choices cause removal from activity via Buddy Classroom and Restricted Play Room. Participation in and attendance to non-compulsory activities is restricted and at the discretion of the class teacher.
Phase Four	Students who require intervention from Administration as the inappropriate behaviour is considered severe or repeated	Behaviour choices have resulted in a suspension from school. Participation in and attendance to non-compulsory



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	and continuing after intervention strategies. Their behaviour choices have resulted in a suspension from school.	activities for phase four students is restricted and at the discretion of the Admin team.
Phase Five	Students who have received multiple suspensions and may be receiving support from external agencies. Behaviour choices mean they are at risk of long term suspensions or exclusion.	Multiple suspensions and at risk of long term suspensions or exclusion. Participation in and attendance to non-compulsory activities for phase five students is restricted and at the discretion of the Admin team in partnership with the support agencies. Attendance to regular school activities may also be restricted depending on the nature of the behaviour choices.

- It is the outcome of the behaviour choice which determines the phase - eg just because a child is sent to the office does not mean they are on phase 4. If the outcome is a suspension then they become phase 4.
- All students begin on **Phase One** at the beginning of each new term **except students who have reached phase five.**
- **Phase five** students can return to **Phase One** as part of an individual behaviour plan which takes into account the severity and frequency of behaviour incidents and the student's demonstrated commitment to abide by school expectations and change their behaviour.

Students whose behaviour does not improve through our School Behaviour Plan, or whose previous behaviour indicates a need for specialised intervention, may be provided with external behaviour support.

• Intensive behaviour support

Individual behaviour support: Behaviour Support Team

Chatswood Hills State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The *Behaviour Support Team* consists of Advisory Visiting Teachers with expertise in behaviour management. These AVTs:

- work with other staff members to develop appropriate behaviour support strategies
- monitor the impact of support for individual students through continuous data collection
- make adjustments as required for the student, and
- work with the school Administration Team to achieve continuity and consistency.

The referral to Behaviour Support is co-ordinated through the Deputy Principal. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies who may already working with the student and their family, a representative from the school's administration and district-based behavioural support staff.



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5. Emergency responses or critical incidents

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

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

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

Basic defusing strategies

Avoid escalating the problem behaviour

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

Maintain calmness, respect and detachment

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

Approach the student in a non-threatening manner

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

Follow through

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

Debrief

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

Physical Intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted (or are not appropriate due to seriousness of incident) 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 Chatswood Hills 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.



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

It is important that all staff understand:

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

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

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

Any physical intervention made must:

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

Record keeping

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

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

6. Consequences for unacceptable behaviour

Chatswood Hills 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 and logical consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. An internal data base is used to record all significant problem behaviour. The recording of three Phase Three behaviour incidents within a term results in the class teacher sending a letter home and arranging a meeting with the parent/caregiver to discuss concerns and to decide on a joint plan of support. Specialists/support/other teachers may attend this meeting if the specific behaviours have happened outside the core classroom or away from the class teacher.

Our policy is designed to empower students to make a responsible choice through teaching and reinforcing appropriate behaviours as well as reasonable consequences.

Consequences for inappropriate behaviour are applied on a scale ranging from teacher correction/redirection, short term time out away from friends/situation



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and/or with a teacher, making up lost time/work, logical consequence (ie clean up mess that was made), formal removal from a situation/activity to referral to office. The administration may decide to implement a suspension (SDA) or exclusion after other consequences are considered or if the seriousness of the offence warrants.

School Disciplinary Absences (SDAs) may be used if the behaviour of students warrants, but must be used after consideration has been given to all other responses.

There is a range of SDAs that can be employed including detentions, suspensions, behaviour improvement conditions and recommendations for exclusions. The Education & General Provisions Act 2006 (EGPA) states the following in relation to SDAs:

Detentions – a principal or teacher can detain a student as a consequence for disobedience, misconduct, wilful neglect to prepare homework or for another breach of school discipline. A period of detention must not be more than 20 minutes during lunch breaks or more than 30 minutes after the school program has finished for the day. If the detention is completed after school, a parent must be informed prior.

Suspension – a principal may suspend a student from the school under the following circumstances:

- a) disobedience by the student
- b) misconduct by the student
- c) other conduct that is prejudicial to the good order and management of the following school.

Behaviour Improvement Conditions – a behaviour improvement condition may be imposed if the principal is reasonably satisfied that the student has engaged in behaviour that is the basis for a recommendation for exclusion of the student from the school or certain State schools as mentioned below.

Recommendations for Exclusion – a principal may recommend exclusion of a student from the school or certain State schools under the following circumstances:

- a) disobedience by the student
- b) misconduct by the student
- c) other conduct that is prejudicial to the good order and management of the following school;

if the student's disobedience, misconduct or other conduct is so serious that suspension of the student is inadequate to deal with the behaviour.

A student may also be recommended for exclusion if they are in breach of behaviour improvement conditions.

At all times age of student, special needs of student, intent, frequency of incidents, severity of incident, effect on the school and others, and all other relevant circumstance are considered before a consequence is enacted.

The following flowchart outlines our daily supportive steps for students – each day the steps begin anew.



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Chatswood Hills Behaviour Policy Flow Chart

	Classroom	Playground
Foundation steps	General & regular rule reminders & encouragement for right choices	
Step 1	Warnings	Warnings
Step 2	Specific warning/ Preventative strategies	Specific warning/ Preventative
Step 3	Buddy Class 15 – 30 mins Record on data base If specialist/TRS give copy to class teacher	RPR 1-2 sessions Record on data base Give copy to class teacher
Step 4	Return to class Supportive re-entry	High level incidents straight to Office
Step 5	Buddy Class <u>or</u> Office with blue slip outlining facts/steps. (Teacher's discretion depending on age of student, severity of incident, timing of infractions etc)	

Please note: Abuse of staff, violent assault, possession of a weapon, blatant refusal to follow directions, vandalism, theft, illegal and/or unsafe behaviour – immediately to office with blue form. After investigation, administration will decide on the appropriate consequence which may include school level strategies, suspension or recommendation for exclusion.

Children should be moved to buddy class as soon as the behaviour dictates or referred to the RPR for the next scheduled break(s). RPR is not used as a classroom response to behaviour – the immediacy of response is removing child to buddy class.

Class Teacher Notes

1. After 3 visits to RPR or Buddy Class, the class teacher must send a letter home informing parents of incidents and arrange a meeting with them to discuss the behaviour issues.
2. Meeting with parents should focus on patterns of behaviour etc and develop an individual supportive plan to assist the student eg certain play area, sitting in certain spot in class, separated from a peer etc– Meeting can include specialist/other teachers if issues are happening in these areas.
3. At next incident (generally 4) Admin will invite parents up to discuss school wide supportive measures, including support staff, and actions which may be taken.
4. Each term (or after a suspension) each child starts process afresh .
5. Teacher discretion, in consultation with parents, is used when deciding when individual supportive structures are removed – these may carry over terms.



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6. Once a student is sent to Buddy Class/RPR they are on Phase 3 for rest of term.

The following table outlines some examples of major (dealt with at admin level) and minor (dealt with by class teacher within room, RPR and Buddy Class) problem behaviours:

Area	Minor	Major
Movement around school	<ul style="list-style-type: none"> Running on concrete or around buildings Not walking bike in school grounds 	
Play	<ul style="list-style-type: none"> Incorrect use of equipment Not playing school approved games Playing in toilets 	<ul style="list-style-type: none"> Throwing objects causing harm or injury Possession of weapons Urinating in playground
Physical contact	<ul style="list-style-type: none"> Minor physical contact (eg: pushing and shoving) 	<ul style="list-style-type: none"> Serious physical aggression Fighting Harassment / Bullying. Repeated teasing, physical and verbal intimidation of a student. Spitting on other students
Correct Attire	<ul style="list-style-type: none"> Not wearing a hat in playground Not wearing shoes outside Student wears clothing that is near, but not within, the dress code guidelines defined by the school. 	<ul style="list-style-type: none"> Refusal to comply with school dress code. On going/continued non compliance.
Class tasks	<ul style="list-style-type: none"> Not completing set tasks that are at an appropriate level Subtle work refusal 	<ul style="list-style-type: none"> Blatant work refusal
Being in the right place	<ul style="list-style-type: none"> Not being punctual (eg: lateness after breaks) Not in the right place at the right time. 	<ul style="list-style-type: none"> Leaving class without permission (out of sight) Leaving school without permission
Follow instructions	<ul style="list-style-type: none"> Low intensity failure to respond to adult request Unco-operative behaviour 	<ul style="list-style-type: none"> Non compliance
Accept outcomes for behaviour	<ul style="list-style-type: none"> Minor dishonesty. Student engages in minor lying/cheating not involving any other person. 	<ul style="list-style-type: none"> Major dishonesty. Student delivers message that is untrue and / or deliberately violates rules and/or harms others
Rubbish	<ul style="list-style-type: none"> Littering 	
Mobile Phone	<ul style="list-style-type: none"> Possession of mobile phone during school day and not handing it into the office as required. 	<ul style="list-style-type: none"> Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes
Language	<ul style="list-style-type: none"> Inappropriate language (written/verbal) Calling out Poor attitude Disrespectful tone 	<ul style="list-style-type: none"> Offensive language Aggressive language Verbal abuse / directed profanity
Property	<ul style="list-style-type: none"> Petty theft Lack of care for the environment 	<ul style="list-style-type: none"> Stealing / major theft Wilful property damage Vandalism
Others	<ul style="list-style-type: none"> Not playing fairly Minor disruption to class Minor defiance Minor bullying / harassment Chewing gum while at school 	<ul style="list-style-type: none"> Major bullying / harassment Major disruption to class Blatant disrespect Major defiance Possession of/or selling of cigarettes, lighters, drugs, weapons or other dangerous/prohibited items. Repeated minor unacceptable behaviours – not responding to consequences/ continuing behaviours



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Relate problem behaviours to expected school behaviours

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

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

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

Ensuring consistent responses to problem behaviour

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

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

7. Network of student support

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

- Parents
- Teachers
- Support Staff including Chaplain
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers

Support is also available through the following government and community agencies:

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

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.

Chatswood Hills State School considers the individual circumstances of students when applying support and consequences by:



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- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair and equitable consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, individual circumstance 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 departmental procedures

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

11. Some related resources

- [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](#)
- [Schoolwide Positive Behaviour Support](#)
- [Code of Conduct for School Students Travelling on Buses](#)

Endorsement

Principal

P&C President or
Chair, School Council

Principal's Supervisor

Date effective:

from to

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Appendix 1

The Use of Personal Technology Devices* at School

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

Certain Personal Technology Devices Banned From School

Students must not bring valuable personal technology devices like cameras, digital video cameras or ipods to school (unless specific permission is given from their teacher or Administration for the purpose of school work, camps, excursion etc) as there is a risk of misuse, damage or theft.

Breaches of this prohibition may result in discipline.

Confiscation

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.

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, we realise that some parents like their children to have mobile phones for safety and emergency contact issues while making their way to and from school. In these instances, the phone must be turned off and handed into the office immediately on the child's arrival at school and collected from the office at the end of the day. Students cannot keep the phone with them for the day and any communication with people from outside the school must be through the office during school hours to maintain the school's duty of care to students.

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 Chatswood Hills 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.



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Students must not record images anywhere where 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 bullying¹ or harassment (including racial and sexual harassment), or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

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

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

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

Text communication

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

Assumption of cheating

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

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

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

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



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

Special Circumstances Arrangement

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

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

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

Purpose

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

Rationale

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire



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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.

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

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:
 - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
 - All students know the basic school rules/Code of Conduct and have been taught the expected behaviours attached to each rule in all areas of the school
 - All students have been or are being taught the specific routines in the nonclassroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
 - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the nonclassroom areas of the school
 - A high level of quality, active supervision is a permanent staff routine in the nonclassroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the nonclassroom areas.
9. Teachers in all classrooms cover anti-bullying strategies generally and specifically as required. These lessons cover processes which can be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.
10. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Chatswood Hills 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'.
11. Chatswood Hills State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary



adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

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Appendix 3

Incident Report

Name:

Date:

Person Completing Form:

Name PROBLEM BEHAVIOUR		
Date of incident	Time incident started	Time incident ended
Where was the student when the incident occurred?		
Who was working with the student when the incident occurred?		
Where was staff when the incident occurred?		
Who was next to the student when the incident occurred?		
Who else was in the immediate area when the incident occurred?		
What was the general atmosphere like at the time of the incident?		
What was the student doing at the time of the incident?		
What occurred immediately before the incident? Describe the activity, task, event.		
Describe what the student did during the incident.		
Describe the level of severity of the incident. (e.g. damage, injury to self/others)		
Describe who or what the incident was directed at.		
What action was taken to de-escalate or re-direct the problem?		
Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing).		



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Appendix 4

Debriefing Report

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

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

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

Debriefing should provide information on:

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

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

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

Questions for staff

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

Questions for student

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

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