



The Code of School Behaviour

Better Behaviour
Better Learning

Toowoomba East State School

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

Responsible Behaviour Plan for Students

1. Purpose

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

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

2. Consultation and data review

Toowoomba East State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C/Chair of the School Council and Russell Simpson (Assistant Regional Director) in March 2014, and will be reviewed in 2018 as required in legislation.

3. Learning and behaviour statement

All areas of Toowoomba East 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 Toowoomba East to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

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

- Best Manners
- Best Behaviour
- Best Effort



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Good discipline is internalised, rather than imposed from outside and so this plan aims to encourage responsibility, self-control and social competency. Self-discipline is a learned process and is achieved through implementing appropriate strategies. The school cannot work alone in creating a disciplined environment and the involvement of parents is therefore of paramount importance. Parents have a joint responsibility to encourage students to be accountable for their behaviour and that, in turn, will contribute to the wider school community in a positive manner. Good discipline comes from the students themselves.

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 Toowoomba East we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school.

We use the *National Framework for Values Education in Australian Schools* :

- To identify our school's core values and beliefs; and
- To explore the place of values education within our school in providing whole school behaviour support.

We focus in particular on the values of :-

- Getting Along
- Persistence
- Confidence
- Resilience
- Organization

Lessons for You Can Do It Program

Lessons are conducted addressing our 5 Key Values from the You Can Do It Program. These lessons will be the focus early in the school year and revisited throughout the year. Specific Key Values are mentioned in Weekly Bulletins to staff and addressed on Weekly Parades.



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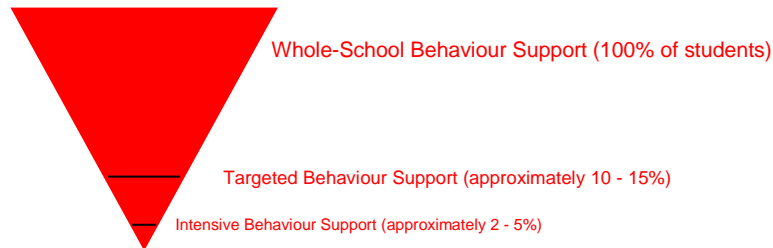
School-wide Expectations Teaching Matrix

RULES	<u>CLASSROOM</u>	<u>PLAYGROUND</u>	<u>COMMUNITY</u>
BEST MANNERS	<p>Listen when others are talking</p> <p>Use your manners</p> <p>Speak and act politely to adults and peers</p> <p>Take turns</p> <p>Show courtesy</p>	<p>Take turns and share</p> <p>Speak and act politely</p> <p>Compromise to solve problems</p> <p>Walk around safely</p> <p>Getting along with others</p>	<p>Listen attentively</p> <p>Speak politely and respectfully to adults and children</p> <p>Use Manners</p> <p>Appropriate audience participation</p>
BEST EFFORT	<p>Complete ALL work neatly and promptly</p> <p>Be prepared and organised</p> <p>Have a go and keep trying</p> <p>Keep your classroom and other school areas tidy</p> <p>Look after equipment</p>	<p>Get Along with others</p> <p>Encourage others and do your best</p> <p>Keep all areas clean</p> <p>Help your friends and classmates</p> <p>Follow rules and be fair</p>	<p>Try your best at all activities</p> <p>Take pride in representing TESS</p> <p>Listen to others</p> <p>Participate in community activities</p>
BEST BEHAVIOUR	<p>Follow and listen to all directions</p> <p>Keep class neat and tidy</p> <p>Respect classmates and their property</p> <p>Use manners</p> <p>Be organised</p> <p>Keep hands and feet to self</p>	<p>Take turns</p> <p>Responsible use of equipment and play in correct areas</p> <p>Keep grounds clean</p> <p>Sportsmanship</p> <p>Keep hands and feet to self</p>	<p>Good audience participation</p> <p>Follow school and community rules</p> <p>Follow directions</p> <p>Pride in yourself and your school</p> <p>Sportsmanship/ Musicianship</p>



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Typically a school tends to have a spread of support needs. A whole school approach shapes, supports and recognises appropriate behaviours in all students. Approximately 80% to 90% of students will have little or no difficulties. However about 10 to 15% of students may need additional support and timely intervention on some occasions. For a variety of reasons, some 2 to 5% of students may not respond to these early efforts and may need more intensive support and/or flexible learning options to assist them to continue their learning. .



Whole-school behaviour support

At **Toowoomba East State School** we expect and promote that individuals are responsible for what that do and say and must choose appropriate behaviour or accept the consequences.

WHOLE SCHOOL STRATEGY ONE;

We believe that although our students come from a variety of social backgrounds, it is possible to have a shared code of behaviour at school.

In order that this code be adopted by all, and an ethos of care and co-operation established, education about our expectations is needed.

We intend to address this need by implementing the principles of effective learning and teaching in the following ways.

1. Praising appropriate behaviour in many different ways eg:
 - Acknowledgment and verbal praise
 - Certificates and awards
 - Assembly recognition

2. Modelling appropriate behaviours eg:
 - Teachers interaction with other teachers and students
 - Direct teaching of appropriate behaviours
 - Implementing H.R.E. programs
 - Discussion of rules on assembly and in class
 - Classroom formulation of rules



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3. Continued exposure of the code eg:
 - Classroom display of rules
 - Discussion of code on assembly and within class
 - Clear expectations for all the school community as to their role in the discipline practices of this school.

4. Ensuring Relevance eg:
 - Regular reviews through consultation with school staff and P&C.
 - Inclusive practices

The above practices will, we believe, promote self-esteem and ownership circumventing many potential behaviour problems and supporting our students, community and staff in achieving the high ideals we aspire to in the area of behaviour management.

WHOLE SCHOOL STRATEGY TWO:

Clear promotion of our three **key expectations** will occur at every opportunity. These are, that we expect of all students at all times:

- **Best behaviour**
- **Best manners**
- **Best effort**

These are our school community's expectations. Class Teachers will discuss these with students regularly and develop Class Rules to fulfil these expectations.

1. **Communication**
Individuals must always speak considerately and politely with others, to others and about others.
(That is; Use manners and speak politely;
Use socially acceptable language.)

2. **Treatment**
All members of the school community need to show respect for others by treating them with kindness, courtesy, tolerance and consideration.
(That is; Treat others as you want to be treated yourself.)

3. **Learning**
All members of the school community need to co-operate in the learning process and ensure that all lessons and other activities proceed without unnecessary disruption.
(That is; Complete work tasks,
Encourage others. Support each other to succeed.)



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4. **Safety**
Act safely and sensibly at all times.
(That is; Use normal routes to and from school.
Use patrolled/designated crossings.
Use allocated areas.
Students should not be in buildings unless supervised by a teacher.
Wheel bikes within grounds.
Vehicles authorised to enter grounds must move with extreme caution.
Leave school grounds only when permission has been given by a parent or guardian and a teacher advised.
Hats/caps must be worn for outside activities.)
5. **Movement**
Students need to move quietly, safely and in an orderly fashion within allocated areas of the school
(That is; Don't disturb other classes when moving around the school.
Line up sensibly and quietly.)
6. **Problem-Solving**
Problems need to be solved co-operatively in non-violent ways.
(That is; If a problem occurs in the playground, approach the teacher on playground duty.
Problems which you cannot solve could be discussed with parents, teachers or friends.)
7. **Property**
All school and personal property must be respected.
(That is; All personal property should be named.
Valued or expensive items should not be brought to school.)
8. **School Pride**
Individuals must always behave in a manner that brings credit to themselves, their family and our school.
(That is; Wear the school uniform with pride. Behave with dignity.)



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WHOLE SCHOOL STRATEGY THREE:

All those within our school have both rights and responsibilities. Teachers will regularly discuss and clarify these with students.

Student Responsibilities

- To listen to others
- To speak to others considerately and politely
- To accept responsibility for choices
- To provide and maintain a safe environment
- To actively participate and co-operate in learning activities
- To be sensitive to and aware of others
- To treat the property of others with respect
- To respect and follow classroom rules
- To respect and follow school rules
- To respect and take pride in your school environment

Student Rights

- To feel that they have values as persons both as individuals and as members of a group
- To gain pleasure from classroom activities
- To know that their opinions will be heard and that they have a right to put their 'side of the story'
- To be spoken to considerately and politely
- To learn
- To have property respected and kept safe

Staff Responsibilities

- To listen to, and respect the opinions of others
- To treat others with respect and courtesy
- To treat others with kindness, courtesy, tolerance and respect
- To be prepared and well-organised and to cater for individual needs and abilities
- To contribute to a supportive environment
- To provide and maintain a safe environment
- To use social justice principles
- To be sensitive to and aware of others
- To treat the property of others with respect
- To inform of, and maintain channels of communication within the school community
- To be familiar with the School code of Behaviour and ensure it is implemented

Staff Rights

- To be treated with respect and courtesy by the school community
- To be able to be heard and express opinions
- To be able to expect students to co-operate with reasonable requests



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- To feel valued and secure as an individual and a member of a group
- To teach
- To be supported in teaching
- To be in an environment in which we feel safe emotionally and physically
- To social justice
- To have property respected and kept safe.

Parent Responsibilities

- To listen to and respect others' opinions
- To be well informed
- To be involved in their child's education
- To be aware of the channels of communication and keep them open
- To respect teachers' professionalism

Parent Rights

- To be respected and treated as individuals by the school
- To be heard and be able to express opinions
- To have access to school personnel through correct procedures
- To have access to school policy and curriculum information
- To be regularly informed and to ask questions about their children's progress and behaviour by members of staff
- To feel satisfied that their children are working in a safe and secure environment, and that their children's rights are being protected by the school
- To be involved in their child's education
- To feel welcome in the school and in the classroom.

WHOLE SCHOOL STRATEGY FOUR:

BEHAVIOUR AWARDS

In addition to acknowledgment of achievements within the classrooms, opportunities will be provided for more public recognition of student successes throughout the school year. (e.g. assemblies) Awards may be presented to individuals for varied contributions to class or school life.



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WHOLE SCHOOL STRATEGY FIVE:

PROGRAMS TO ENCOURAGE A SUPPORTIVE SCHOOL ENVIRONMENT:

May include the following:

- Pastoral Care
- 'Skills for Growing'/'Skills for Adolescence'
- Peer Support
- 'Seasons For Growth'
- 'Rainbows'
- Small Group Support
- Protective Behaviours Program
- Chaplaincy
- Late Slip
- Ideas for Teachers
- Peer Mediation
- Values Education
- School-Wide Positive Behaviour Support

It is envisaged that at any one time, one or a number of the above programs may be operational within the school, depending upon current needs. (This list is not exhaustive)

Anti-Bullying.

Our approach is to proactively teach strategies, on both a school-wide and individual basis, which encourage children who bully to care about and have empathy for others.

We also actively teach strategies for victims of bullying to deal with and report incidents.

Victims of bullying are encouraged to;

1. Employ protective behaviours and avoid becoming targets. They are encouraged to recognise behaviours in themselves which may contribute toward incidents.
2. Recognise what constitutes bullying.
3. Act assertively, be resilient and be confident.
4. Report incidents to appropriate adults.

Perpetrators of bullying are encouraged to;

1. Care about and have empathy for others.
2. Recognise and take responsibility for their behaviours and actions.
3. Change their conduct, attitudes and actions.
4. Realise clearly the consequences of bullying.

Actions in response to bullying may include, but are not limited to, referral to other agencies or specialists, referral to the Guidance Officer, imposition of a Behaviour Level, detention, loss of privileges and participation in certain activities or suspension from school.



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Cyber Bullying

The use of mobile phones and/or computers to send or post texts or images that are intended to hurt or embarrass another person is cyber bullying. If it is found that school devices have been used to conduct this inappropriate behaviour the consequences will be as per the Responsible Behaviour Plan. If cyber bullying occurs out of the school the details of which may be directed to the Queensland Police for further investigation.

Our strategy for dealing with bullying is linked to our Values Education Program and to our School-Wide Positive Behaviour Support

PERSONAL TECHNOLOGY DEVICES POLICY

The community of Toowoomba East State School considers that the values of courtesy, consideration and respect are paramount to effective learning and teaching.

The use of mobile phones and associated technologies (iPods etc) can cause disruption to the teaching and learning process, and with the rapid advances in technology, can record sound and still and/or moving images. Mobile phone usage has been linked to illegal activities, and with the growing number of phones with inbuilt cameras, the continued use in the school environment is a matter of concern. Toowoomba East considers that the use of mobile phones and associated technologies is prejudicial to the good order and management of the school.

THE USE OF PERSONAL TECHNOLOGY DEVICES AT SCHOOL

At Toowoomba East State School we believe that every member of the school community should feel confident in participating fully in all aspects of school life without concern that personal devices are being used to record them without their knowledge or consent.

We uphold the value of trust and the right to privacy at Toowoomba East State School. Using mobile phones or any other technologies to underhandedly record events builds a culture of distrust and disharmony. It is considered conduct prejudicial to the good order and management of the school.

Therefore, the recording of any conversation, function or incident without the prior consent of all parties involved is considered to be in breach of school policy.

Furthermore the school will not tolerate images being captured by mobile phones in classes or in the playground whether or not they are then forwarded to others, posted on the internet or published in any other way. The possession and/or forwarding of pornographic material is also considered highly inappropriate. In some instances, these matters will be referred to the Queensland Police Service.

Gaining the consent of others to record images that are inappropriate, and then sharing these images with others is also considered an inappropriate use of a personal device.



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The school considers the matter so serious that such behaviour may result in suspension from school.

Also highly inappropriate, and potentially in breach of the Telecommunications Act, is the sending of text messages at school (or on the way to and from school) that contain obscene language and/or threats. If a student receives such a message, he/she should ensure they keep the message as evidence and bring the matter to the immediate attention of the school office. In these cases, the matter will be investigated and may be referred to the police.

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'. Furthermore it is an offence under the Act for a person who has recorded a conversation to which he is not a party to publish or communicate the conversation.

Students need to understand that some conversations in schools are deemed private and therefore to capture images/record conversations in these cases may be deemed to be in breach of this act.

Mobile Telephone Etiquette

Students should not bring mobile phones/personal electronic devices to school.

Phones and any other electronic devices discovered at school will be confiscated and returned at the end of the school day unless a potential criminal act has occurred and the phone is required as part of an investigation. Students who have their phones confiscated more than once will have their phone confiscated and a parent will be required to pick up the phone from Administration.

Mobile Telephone Permission

TOOWOOMBA EAST STATE SCHOOL MOBILE PHONE PERMISSION

I, _____, hereby request permission for my child _____ in class _____ to have a mobile phone for safety reasons whilst travelling to and from school.

In signing this request, I acknowledge that my child **must** lodge his/her mobile phone at the office **immediately upon arrival** at school, and collect it after 3pm. Failure to do so will see the mobile phone confiscated and kept at the office until 3pm.

Parent/Guardian

Other Personal Devices

Students should not bring other personal devices like cameras, digital video cameras or iPods to school. These are often very valuable and there is a risk of damage or theft. Such devices will be confiscated and returned at the end of the day.



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- **Targeted behaviour support**

STRATEGY ONE:

LEVELS SYSTEM.

All students entering the School shall be deemed to be on a Level Zero Behaviour Accreditation, with Levels One to Three allocated according to behaviours displayed. An outline of levels is as follows:

Level Zero:

- All children upon entering school

Level One

- Detention allocated to a child displaying inappropriate behaviour but not warranting loss of privileges

Level Two

- Allocated upon referral to a member of Administration for serious offence in behaviour
- Name/Offence/Action entered in Register
- Orange card sent to Parents/telephone contact made
- Notification made to Teacher
- If no serious offence in ensuing four weeks, reverts to Level Zero
- Loss of privileges will occur with possibilities including:
 - Restitution
 - Cleaning up
 - Class detention
 - Litter duty
 - One week suspension from extra-curricular activities with Administration and teachers involved consulting

Level Three

- Allocated upon referral to Administration for serious behaviour offence while on Level Two, or for a serious offence while on Level One, at discretion of Administration.
- Name/Offence/Action entered in Register
- Yellow card sent to Parents/Face to Face Interview to occur
- Notification made to Teacher
- If no serious offence in ensuring four weeks, revert to Level Two
- Involvement/counselling by Guidance Officer to commence, concerning actions
- Loss of privileges will occur with possibilities including:
 - Restitution
 - Cleaning up
 - Class/Admin detention
 - Litter duty



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- Suspension from extra-curricular activities with Administration and Teachers involved consulting (two to three weeks) (e.g. Camps, excursions, sport or choir etc)
- Possible liaison with other agencies
- Repeated offences at this level will lead to suspension

TARGETED STRATEGY TWO:

Detention Room

Pupils on Levels 2 and 3 are expected to report to the Detention Room at 12:40pm for the duration of time for which they are excluded from extra-curricular activities.

A record of attendance is maintained in the Detention Room by supervising teachers.

TARGETED STRATEGY THREE:

To minimize truancy

All cases of suspected truancy should be reported to the Deputy Principal responsible for that area of the school. Truancy could take a number of forms:

- Extended absence
- Regular patterns of absence (eg. each Friday or regular days of the week etc.)
- Irregular pattern of absence with no written notification of absence sent to the school.
- Regularly arriving late for school (Prudent use of late slips is suggested.)

It would be expected that class teachers would notify the relevant Deputy Principal on the third day of absence of a student if no explanation had been given to the class teacher.

The vital importance of the Class Roll as a legal document cannot be over-emphasised and accuracy is essential.

In the event of suspected truancy the following course of action will be taken:

- Telephone contact made with the parent/guardian seeking an explanation of the absence.
- Letters in accordance with Education Qld policy will be issued.

Careful monitoring of attendance must follow upon return to school.



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• Intensive behaviour support

STRATEGY ONE:

Application of Levels Two and Three

The timely and appropriate application of the Behaviour Levels 2 and 3, detailed in the section above, serve as one of the earliest and most appropriate forms of behaviour support.

INTENSIVE SUPPORT STRATEGY TWO:

Suspension

Suspension of a child may occur in the event of:

- Wilful or persistent disobedience.
- Serious offences endangering others within the school.
- Offences which may require legal action of some type.
- Assault, harassment or bullying of staff or students.

Suspensions fall into two categories:

- One to five days
- Six to 20 days
- Any pupil who has been suspended in the previous 12 months in which he/she has applied for participation in a school camp, excursion or other school activity will have his/her participation in the camp automatically reviewed by the School Principal, Deputy Principals, Class Teacher or Activity Co-ordinator and Parent.

At the time of a 20 day Suspension of a pupil a recommendation for Exclusion from the School may be made. In the event of this course of action, discussion will take place between the Principal and District Office regarding exclusion, the District Director being the excluding authority.

INTENSIVE SUPPORT STRATEGY THREE:

Engagement / Involvement of staff with specific or specialised skills

The skills of this school's Guidance Officer, Support Teacher-Learning Difficulties, Special Needs Teacher and Chaplain may, if appropriate, be employed to provide counselling, program development or delivery or other such support as may be deemed suitable. The services of District and Regional Office based Behaviour Management Support Specialists may also be engaged.

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.



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

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

Basic defusing strategies

- *Avoid escalating the problem behaviour*
- *Maintain calmness, respect and detachment*
- *Approach the student in a non-threatening manner*
- *Follow through*
- *Debrief*

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 Toowoomba East's duty of care to protect students and staff from foreseeable risks of injury is met.

We believe:

- 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 cause of the behaviour needs to be considered.

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
-

Record keeping

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

- incident report (Appendix 4)
- [Health and Safety incident record \(link\)](#)//
- debriefing report (for student and staff) (Appendix 5).

6. Emergency responses or critical incidents

- If any situation arises in which staff require an emergency response the School Lockdown Procedure is to be implemented. (see Appendices)
- At all times the safety of Staff, students and members of the school community is paramount.
- External Agencies may be contacted if required and this is to be done by a member of the Administration (eg Principal) Staff may contact these agencies if the delay in discussing with the Administration is placing Staff, students and members of the school community at risk.



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7. Consequences for unacceptable behaviour

Individual class or year level teachers will be primarily responsible for dealing with minor behaviours. Generally, school Special Needs committees and/or the school Administration Team will be responsible for responding to students who exhibit persistent unacceptable behaviour or extreme unacceptable behaviour. When applying consequences, they should be:

- Supportive
- Fair
- Logical
- Consistent.

Supportive

Consequences are applied within the context of a proactive support system that focuses on prevention and instruction. An appropriate response for those students who breach The Code of School Behaviour and the school's Responsible Behaviour Plan for Students is *targeted and/or intensive behaviour support*. Students who display chronic problem behaviour are supported using a range of individual strategies and consequences, if necessary in the context of an individual behaviour support plan.

Fair

When determining consequences for serious misbehaviour (which may lead to suspension or recommendation for exclusion) it is important that the principles of natural justice are followed– this means ensuring that the student is fully aware of the alleged behaviour; that they are given the right to respond to the accusations giving their side of the story; that the person making the decision about their alleged conduct does so only after hearing what the student has to say in their own defence and without prejudgement or bias against the student. When making a decision about a consequence, a student's age, cultural background, emotional well being and any other contextual factors should be taken into account. The consequence should be developmentally and culturally appropriate and sensitive to individual circumstances. Consideration should also be given to the student's past relevant disciplinary history. Where there is a choice of consequences and/or extenuating circumstances, the Principal is in the best position to make the final determination. All consequences must be in accord with the *Education (General Provisions) Act 1989* and with the student behaviour policies of Education Queensland.

Logical

For consequences to be most effective, students must be able to see a connection between the behaviour and the resulting consequence. This type of consequence is termed a logical consequence. Logical consequences, for both positive and negative behaviours, should be applied consistently, calmly, firmly and without prejudice towards individual children.

The level of a student's behaviour should be assessed against a continuum from minor to major consequences. Staff and students must be aware of the progression of consequences for continued disruptive or dangerous behaviour.



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Consistent

A consistent approach to student behaviour should occur across the school. Consistent consequences should be applied so that they:

- provide the opportunity for all students to learn;
- ensure the safety of all staff and students; and
- assist students who exhibit challenging behaviours to accept responsibility for themselves and their actions.

In 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.

At all times and in all cases, the Principal has the right and discretion to determine actions and consequences as seen fit to best deal with the circumstances of an individual issue.

Strategies to implement supportive, fair, logical and consistent consequences include:

1: Classroom Management

The teacher responds to low level misbehaviour and classroom disturbance by ignoring inappropriate behaviour where possible, giving clear directions, reinforcing positive behaviour and using non verbal messages to alert or cue the student. Verbal reprimands may follow if the initial cues do not result in satisfactory behaviour.

2: Restatement, Rule Reminders

The teacher adds a combination of the following strategies to address the student's behaviour: restatement of the rule, giving a specific direction, giving the student a choice (eg to work/play appropriately or move to a different area/activity), verbal reprimand.

3: Time Away / Time Out

The student is sent to a different part of the current classroom, another classroom or a different area until the student is willing and able to comply. It is critical to support re-entry in a planned, solution focussed, and non-punitive manner. Teachers may also impose a loss of privileges, detention during play time or withdraw the privilege of participation in sport, excursions or other activities should behaviour continue to be unsatisfactory. Continual, wilful or serious disturbances may result in the student being referred to the Administration and parents/carers being notified.

4: Teacher and Student Plan of Action

If a student's behaviour continues to infringe upon the rights of others in the classroom and/or playground, a plan of action may be developed by the teacher and student. Parents/carers are contacted. If additional support is required to implement the plan the teacher will make a referral to the school's Special Needs Committee or the school Administration.



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5. School Intervention.

The application of the school system of Levels will be imposed if classroom strategies implemented by the teacher have not resolved a behaviour issue successfully.

6. Suspension

This is implemented in line with the Education Queensland policy *SM-16 Student Disciplinary Absences*.

7. Recommendation for Exclusion

This is implemented in line with the Education Queensland policy *SM-16 Student Disciplinary Absences*.

8. Network of student support

The network for support at Toowoomba East State School includes the involvement of a team of personnel and agencies. This network includes, but is not limited to:

- School teaching and support staff
- School administration
- Parents
- School Guidance Officer
- District Senior Guidance Officer
- Advisory Visiting Teacher – Behaviour
- Police Liaison Officer
- Special Needs Committee

The Special Needs Committee provides support to students who require more targeted or intensive support. The Committee consists of the school Guidance Officer, the Deputy Principal, and a teacher representative from each of the early, middle and upper school.

The school is able to access support both within the Department of Education and through the community. An outline of some of these include:

SCHOOL BASED SERVICES	DISTRICT & OTHER E.Q. SERVICES	COMMUNITY SERVICES
<ul style="list-style-type: none"> • Guidance Officer • Special Education Teacher 	<ul style="list-style-type: none"> • District Advisory Visiting Teacher for Behaviour Support • Senior Guidance Officers • Access to Behaviour Management Funding • Management of Young Children Program 	<ul style="list-style-type: none"> • Department of Child Safety • Juvenile Aid Bureau • Police Liaison Officer • Qld Health Services (Nurse)



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9. Consideration of individual circumstances

Consequences for breaking the rules or breaching the school's Responsible Behaviour Plan for Students vary according to a number of factors which may include:

- Age of the child
- Previous behaviour record
- Severity of the incident
- Amount of reliable evidence
- Degree of provocation
- Intent of the action
- Honesty and perceived level of genuine remorse.

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 will be considered at all times.

10. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

11. Related policies

- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
- SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools
- SMS-PR-022: Student Dress Code
- SMS-PR-012: Student Protection
- SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
- GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
- ICT-PR-004: Using the Department's Corporate ICT Network
- IFM-PR-010: Managing Electronic Identities and Identity Management
- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students



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12. Some related resources

List any related resources identified.

Endorsement

Principal

P&C President or
Chair, School Council

Regional Executive Director or
Executive Director (Schools)

Date effective:

from to



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Behaviour Consequences at Toowoomba East State School

Consequences at Toowoomba East range from:-

- Detention in class supervised by teacher (Write Outs/ Time Out, etc)
- Detention in Detention Room (Supervised in Detention Room)
- Visit to School Administration – Talk / Detention / Parents contacted / Level / Suspension

1 Day Detention

- Inappropriate comments to others (swearing, etc) Inappropriate language/ attitude
- Failing to follow class rules
- Physically hurting others (Mild in nature)
- Lying to others
- Inappropriate games (eg Brandy)
- Classroom disruption (Moderate)
- Unsafe behaviour (Moderate)
- Being in wrong play area (eg buildings at lunchtime)
- Stealing (1st Offence)
- Throwing objects
- Leaving class without permission
- Inappropriate drawings
- No Homework (Complete in Detention Room)
- Inappropriate audience participation
- Threatening student (1st Offence)
- Other

2 to 3 Days Detention

- Physically hurting others (Moderate in nature)
- Classroom disruption (Severe)
- Unsafe Behaviour (Severe)
- Repeat offences of swearing
- Repeated stealing
- Bullying a student
- Graffiti of any kind
- Repeated failure to follow class rules
- Repeated threatening students
- Any other actions from 1 Day Detention that are repeated can be given these consequences
- Other

The above is a guide to assist with Behaviour Management. Remember that each case needs to be with individually.

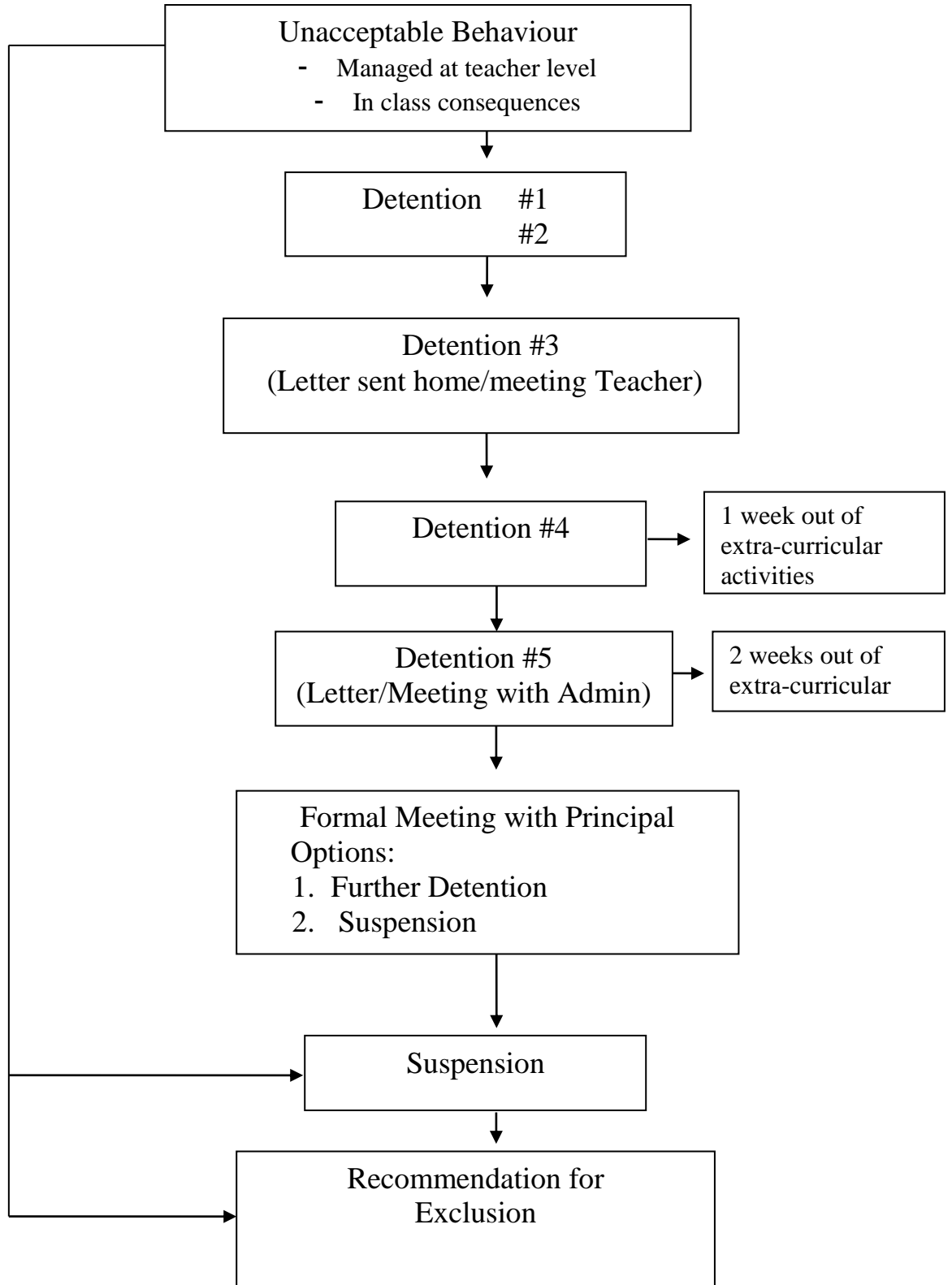


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