1. Purpose

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.

The following policy is our approach to developing a positive learning environment at our school. As a community, we are striving to provide the best possible learning opportunities to all students in a safe and positive environment.

This policy provides details of how, as a community, we will support and recognise the quality behaviours that our students display throughout the course of a school year.

The policy also provides steps that we can take to both manage and modify the inappropriate behaviours that may impact on the social environment in which we operate.

The concept of promoting appropriate behaviours as part of the Coppabella Community direction is integral to our approach of managing students who demonstrate inappropriate behaviour.

Students who demonstrate appropriate behaviour will be acknowledged regularly with classroom rewards e.g. prize pegs, student of the week certificates and will be rewarded at the end of each term with a Reward Day, if they are eligible to attend.

We look forward to working with students, parents and staff to develop a positive, responsive and disciplined culture in our school.

If you have any concerns regarding this policy, or if you seek clarification of the elements of the policy, please feel welcome to discuss with staff.

Together we can make these good intentions reality.

2. Consultation and data review

Coppabella State School reviewed this plan in collaboration with our school community. Community wide consultation took place in October 2012.

The Plan was endorsed by the Principal, the President of the P&C and the Executive Director (Schools) in January 2013, and will be reviewed in 2015 as required in legislation.
3. Learning and behaviour statement

This policy provides the procedures and guidelines for implementing Coppabella State School’s Responsible Behaviour Plan within a supportive school environment. A calm and supportive school environment is vital for Coppabella State School to achieve our core educational priorities.

All areas of Coppabella 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 philosophy is embedded in Our Code of Conduct. This Code of Conduct defines socially responsible behaviour, recognising democratic values of respect, equality and concern for the welfare, rights and dignity of all members of the school community through –

- Maintenance of good conduct and order; and
- Ensuring welfare and safety.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour. These outline explicitly the behaviours our community values and expects to see at our school.

These include:

- **Care** (*I have the right to be safe in this school*)
- **Courtesy** (*I have the right to hear and be heard in this school*)
- **Co-operation** (*I have the right to learn in this room*)
- **Consideration** (*I have the right to be myself in this room*)
- **Common Sense** (*I have the right to be happy in this room*)

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

Values and Expectations

1. That irrespective of children’s socio-economic background and individual intelligence, our school is able to positively influence students’ behaviour.

2. That our major goal is to facilitate the development of the whole child, (i.e. physically, cognitively, emotionally and socially) and commit ourselves to assisting each child to acquire the skills necessary to have healthy relationships, sound values, strong self-esteem and effective communication - all pre-requisites for effective membership in our community.

3. That our approach to managing student behaviour is a whole school approach and must be understood by children, staff, parents and community members.

4. That our program will require honest and open communication between all concerned.
5. That a problem solving approach utilising the experience of staff and parents will best address the management of student behaviour.

It follows, therefore, that five guiding principles will determine our practice:

**FIRSTLY -** In order for this school to operate effectively and serve the needs of all students in the school, teachers, the parents, community and we the student members understand and accept that certain kinds of behaviour are expected and valued.

**SECONDLY -** We believe that each person should be treated fairly and that each person - students, teachers and parents - has **rights** that will be recognised by all those involved in the school community.

**THIRDLY -** Related to these rights are certain **responsibilities** that must be recognised and accepted by those involved in the school community.

**FOURTHLY -** It must be realised and accepted that certain **consequences** will follow when these rights are infringed or these responsibilities are not accepted.

**FIFTHLY -** All consequences are aimed at positively influencing students’ behaviours and attitudes.

See Appendix 1. Code of Conduct

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

- Universal behaviour support

### RIGHTS AND RESPONSIBILITIES

**EVERYBODY has the right to be safe within the school environment and to be treated with respect, common courtesy, and as an individual.**

In addition:

<table>
<thead>
<tr>
<th>STUDENTS:</th>
<th>RIGHTS</th>
<th>RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• To learn in a safe and supportive environment without interruption from other students.</td>
<td>• To help make our school a happy, safe place.</td>
</tr>
<tr>
<td></td>
<td>• To participate in decision making in student forums.</td>
<td>• To care about our school, its equipment and the people in our school.</td>
</tr>
<tr>
<td></td>
<td>• To be given opportunities, and an environment conducive to developing a positive self image.</td>
<td>• To follow school rules.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• To abide by decisions made.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• To take responsibility for their work and actions.</td>
</tr>
</tbody>
</table>
### PARENTS:

<table>
<thead>
<tr>
<th>RIGHTS</th>
<th>RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• To be informed of student progress and behaviour.</td>
<td>• To encourage appropriate and responsible behaviour in children.</td>
</tr>
<tr>
<td>• To expect fair and consistent approaches to both classroom and behaviour management.</td>
<td>• To encourage children to accept and abide by school rules.</td>
</tr>
<tr>
<td>• To work in partnership with the school community expressing opinions and participating in decision-making.</td>
<td>• To provide support and feedback to the school regarding discipline policy of the school.</td>
</tr>
<tr>
<td>• To work in partnership with the school community expressing opinions and participating in decision-making.</td>
<td>• To consult with school personnel at a mutually arranged time about their concerns.</td>
</tr>
<tr>
<td>• To support the school community in enhancing the educational outcomes of students.</td>
<td>• To support the school community in enhancing the educational outcomes of students.</td>
</tr>
</tbody>
</table>

### TEACHERS:

<table>
<thead>
<tr>
<th>RIGHTS</th>
<th>RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• To be treated professionally by colleagues and parents.</td>
<td>• To set a good role model of behaviours and attitudes.</td>
</tr>
<tr>
<td>• To work collegially, expressing opinions and participating in decision-making.</td>
<td>• To establish classroom rules and procedures with student input.</td>
</tr>
<tr>
<td>• To expect children to strive to achieve at their level of development.</td>
<td>• To consistently implement the discipline policy throughout the school.</td>
</tr>
<tr>
<td>• To have the support of the school community in enhancing the educational outcomes of students.</td>
<td>• To communicate to all in an open and honest manner.</td>
</tr>
<tr>
<td>• To have access to training and professional development activities.</td>
<td>• To act in accordance with school and Departmental Policy.</td>
</tr>
</tbody>
</table>

### PRINCIPAL:

<table>
<thead>
<tr>
<th>RIGHTS</th>
<th>RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• To be supported in management endeavours.</td>
<td>• To ensure new staff induction regarding our discipline approach.</td>
</tr>
<tr>
<td>• To have the support of the school community in enhancing the educational outcomes of students.</td>
<td>• To provide ongoing support to staff to ensure continuous, consistent application of Behaviour Management strategies across the school.</td>
</tr>
<tr>
<td>• To be treated professionally by colleagues and parents.</td>
<td>• To encourage and promote appropriate behaviour and support and reinforce improving behaviour in students.</td>
</tr>
<tr>
<td>• To approach staff and offer support with classroom and behaviour management techniques.</td>
<td>• To contact parents at appropriate stages of the management</td>
</tr>
</tbody>
</table>
Targeted behaviour support

Due to the size of Coppabella State School, it is important to recognise that all staff are involved in the support of students who may need more targeted behaviour support. Contact is made between the students and the members of staff every day, in the playground, the classrooms and in the local community. Staff meetings are used to identify students who may require targeted support, and a team approach is used to formulate and record strategies for implementation. Parent/caregivers are involved in the support through the classroom teacher.

Student of the Week

Each week on parade, a student from each class will be nominated and recognised on parade for their individual achievement. They will receive a certificate and their photo will be placed on our school billboard for the week.

Reward Day

Students who display appropriate behaviours will be invited to attend a Reward Day on the last day of each term. Reward Days will consist of excursions and/or fun days at school. Activities may include: Easter Hat Parade/Games, Sleepover Movie Night, Cinema, Skating, Bowling, Harbour/Beach, Student Disco.

Parents pay towards Reward Days through the Parent Contribution Scheme at the beginning of the year, as we assume all students will strive to participate in Rewards Day activities. If a student is ineligible to participate due to their inappropriate behaviour – no money will be refunded and alternative activities will be organised for the student.

Strategies used for targeted behaviour support include:

- curriculum adjustment
- verbal and non-verbal cues
- increased attention
- communication with the school community
- added responsibilities

Intensive behaviour support

BULLYING

Bullying will not be tolerated at Coppabella State School and as such it is a yellow/red card offence. Students will follow the High Five Hand (from Marie de Dauton) to deal with bullying situations.
High Five Hand

The High Five Hand is designed to give children a visual and physical prompt to remember strategies to deal with bullying or harassment in the playground. Each strategy is taught individually and students learn to use each skill in conjunction with the others to deal with their own problems in a constructive problem solving way.

Talk Friendly

The first strategy is linked to the little finger. When students Talk Friendly this reminds them to use a quiet friendly voice, to have a friendly look on their face and to keep their body relaxed and friendly. This is an important strategy for students to use and try in avoiding conflict by trying to stay friends with the other person.

Talk Firmly

The second strategy is linked to the ring finder. When a student Talks Firmly this reminds them to use a brave voice, not an angry voice or non-assertive voice, when speaking to the other person/people. Talking Firmly means letting the other person know –
- What they are doing that you don’t like
- Why you don’t like it
- That you want them to stop doing it

Ignore

The third strategy is linked to the middle finger. Ignoring is the strategy students need to use when the other person continues to annoy or harass them, even when they have asked them to stop. Ignoring means that the student keeps doing what they were doing, even if the other person is saying mean things or trying to interrupt their play or activity. This strategy takes time and practice for students to use well, since they usually have a strong sense of justice and it is hard to let the other person’s behaviour go unmarked.
Walk Away
The fourth strategy is linked with the pointer finger. This requires the student to remove him or herself from the area where the other person is annoying or harassing them. They need to still use the strategy of ignoring as they move calmly away from the other person.

Report
The final strategy is linked with the thumb. This strategy requires the student to understand the difference between reporting and dobbing. The motivation in reporting is protection of self or others. The motivation for dobbing is revenge or getting the other person into trouble. When the student is reporting they need to give the following information.

- What happened
- Where it happened
- Who was involved
- What did I do to try to solve the problem myself?

It is important to note that there is no blaming or self-justification in the reporting, it is only the given facts.

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

1. There is no place for bullying at Coppabella State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community’s goals and efforts for supporting all students.

2. 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.

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

4. Coppabella State School uses behavioural data for decision-making. This data is entered into One School 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.

Appendix 2 Personal Technology Devices
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).

Appropriate physical intervention may be used to ensure that Coppabella 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 the student concerned or others is threatened and the strategy is used to prevent injury.

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 4)
• Health and Safety incident record (link)
• debriefing report (for student and staff) (Appendix 5).

6. Consequences for unacceptable behaviour
Each class at Coppabella State School operates a positive reward system. Rewards e.g. prize pegs are given to encourage positive behaviours and effort. A prize box is used in both classrooms and students are given the opportunity to negotiate additional classroom rewards for good behaviour. Classroom rewards can be exchanged for these rewards/privileges eg. computer time, activity of choice with a friend, special chair for the week, reduction of homework activity etc.

Whilst the focus is on proactive and preventive whole school approaches, certain types of behaviour are unacceptable and consequences are as follows:

If a student demonstrates inappropriate, minor behaviours, in the first instance they will be issued with a reminder by the staff member concerned. If the behaviour is repeated, a yellow card may be issued in consultation with the Principal.

Suspension at Coppabella State School is only used as a last resort as a consequence of an inappropriate, major behavior.

Minor behaviours are those that:
• are minor breeches of the school rules
• do not seriously harm others or cause you to suspect that the student may be harmed
• do not violate the rights of others in any other serious way
• are not part of a pattern of problem behaviours
• do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:
• a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
• a re-direction procedure. The staff member takes the student aside and:
  1. names the behaviour that student is displaying,
  2. asks student to name expected school behaviour,
  3. states and explains expected school behaviour if necessary
  4. gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:
• significantly violate the rights of others
• put others / self at risk of harm
• require the involvement of school Administration.

Major behaviours may also include repeated breaches of a minor behaviour.
Major behaviours result in an immediate referral to the Principal because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then fills out the office referral form and escorts the student to Administration.

Major problem behaviours may result in the following consequences:

- **Level One:** Time in office, removal to withdrawal room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence AND/OR
- **Level Two:** Parent contact, referral to Guidance Officer, suspension from school.
- **Level Three:** Students who engage in very serious problem behaviours such as major violent physical assault, use of social media to cause major disruption to the safety and good order of the school, or the use or supply of knives, weapons or drugs can expect a proposal and recommendation for exclusion from school following an immediate period of suspension.

**School Disciplinary Actions**

When all reasonable efforts to manage the student’s behaviour have failed and other consequences considered, a school disciplinary absence will be considered.

If in the event of a student being suspended, Coppabella State School will ensure the continuity of educational programs for that student as outlined in the policy, ‘Safe, Supportive and Disciplined School Environment’:

**Suspension**

- If a student is suspended for 1 – 5 days, the Principal will take reasonable steps to ensure student is given school work to allow the student to continue with their education.
- If a student is suspended for 6 – 20 days, the Principal will arrange student access to an education program to allow the student to continue with their education.

**Exclusion**

- Should the student’s behaviour result in a proposed/recommended exclusion, the Principal will ensure that regional case management processes are followed to support the successful re-engagement for the student into another learning/alternative program.
### Examples of Minor Behaviours that may lead to issuing of a yellow card

- Running on concrete/around building
- Unsafe use of equipment
- Not playing school approved games
- Not wearing a hat in playground
- Not wearing shoes outside
- Minor physical contact (eg: pushing and shoving)
- Not completing set tasks that are at an appropriate level
- Refusing to work
- Not being punctual (eg: lateness after breaks)
- Non-compliance/uncooperative behaviour
- Minor dishonesty
- Littering
- Inappropriate language (written/verbal)
- Calling out
- Poor attitude
- Disrespectful tone
- Petty theft
- Minor disruption to class
- Minor defiance
- Minor bullying / harassment

### Examples of Major Behaviours that may lead to issuing of a red card and/or period of school disciplinary absence (Suspension) and / or are a proposal to exclude.

- Throwing objects
- Inappropriate online behaviour at school
- Inappropriate online out of school behaviour which impacts seriously and negatively upon individuals at school
- Serious physical aggression
- **Possession of a knife or similar sharp object**
- Use of knives/weapons
- Fighting
- Possession or selling of drugs
- Leaving school without permission
- Leaving class without permission (out of sight)
- Major dishonesty/Theft
- Offensive/Aggressive language
- Verbal abuse
- Vandalism/Wilful damage to property
- Major bullying
- Major disruption to class
- Blatant disrespect
- Major defiance

### Level, Behaviour, Consequences, Actions

<table>
<thead>
<tr>
<th>Level</th>
<th>Behaviour</th>
<th>Consequences</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Positive Behaviours – Rewards issued</strong></td>
<td>Exemplary Behaviour in classroom or playground</td>
<td>Participation in all school events</td>
<td>Awarded at teacher’s discretion</td>
</tr>
<tr>
<td><strong>Yellow Card – linked to minor behaviours</strong></td>
<td>Breach of school rules (Minor)</td>
<td>Detention</td>
<td>Parents notified by Yellow Card from school staff</td>
</tr>
<tr>
<td><strong>Red Card – linked to major behaviours</strong></td>
<td>Major behaviour and / or serious breach of school rules</td>
<td>After school detention</td>
<td>Parents notified by school staff and Red Card</td>
</tr>
<tr>
<td><strong>Suspension</strong></td>
<td>Major behaviour and / or serious breach of school rules</td>
<td>Up to 5 days suspension</td>
<td>Child suspended from school for up to 20 days</td>
</tr>
</tbody>
</table>

As well as the context and seriousness of the behaviour the principal will also consider all other responses before acting.

**Note:** Parents to attended interview

Coppabella State School Responsible Behaviour Plan 2012 – 2015
# RED CARD

**Serious Breach of School Rules**

**NAME:**

**DATE:**

You displayed inappropriate behaviour/s in the following codes.

**CODE OF CONDUCT**

Our **GOLDEN RULE** is: *I own my own behaviour.* Creating a fair, secure and friendly place to learn through:

<table>
<thead>
<tr>
<th>CARE</th>
<th>I have the right to be safe in this school.</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURTESY</td>
<td>I have the right to hear and be heard in this school.</td>
</tr>
<tr>
<td>CO-OPERATION</td>
<td>I have the right to learn in the classroom.</td>
</tr>
<tr>
<td>CONSIDERATION</td>
<td>I have the right to be myself at school.</td>
</tr>
<tr>
<td>COMMON SENSE</td>
<td>I have the right to be happy in this room.</td>
</tr>
</tbody>
</table>

**DETENTION**

Number of Days:

Letter of Apology

( )

Copy out School Rules

( )

Teacher signature:

Parents signature:

Date interview was held:

---

# YELLOW CARD

**Minor Breach of School Rules**

**NAME:**

**DATE:**

You displayed inappropriate behaviour/s in the following codes.

**CODE OF CONDUCT**

Our **GOLDEN RULE** is: *I own my own behaviour.* Creating a fair, secure and friendly place to learn through:

<table>
<thead>
<tr>
<th>CARE</th>
<th>I have the right to be safe in this School.</th>
</tr>
</thead>
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<td>COURTESY</td>
<td>I have the right to hear and to be heard in this school.</td>
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<td>I have the right to learn in the classroom.</td>
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<tr>
<td>COMMON SENSE</td>
<td>I have the right to be happy in this room.</td>
</tr>
</tbody>
</table>

**DETENTION**

Number of Days:

Letter of Apology

( )

Copy out School Rules

( )

Teacher signature:

Parents signature:

Date interview was held:
**Modified Program**

**Procedure:**
The child is placed in an alternate area (away from own class) with a desk, chair and work to go on with. This work is organised by the child’s teacher whose class they are being withdrawn from. Conditions of withdrawal, including supervision, to be negotiated with relevant parties.

**Suspensions and Exclusions**

**Guidelines**

Many strategies are available to schools to provide appropriate consequences for misbehaviour. Suspensions, exclusions and cancellations of enrolment are some serious options for addressing behaviour difficulties.

**SUSPENSION**

**Details:**

**Grounds for suspension of student 30B**

Each of the following is a ground for suspending a student from a State educational institution –

- a) disobedience by the student;
- b) misconduct of the student;
- c) other conduct of the student that is prejudicial to the good order and management of the State educational institution or State educational institutions.

**Procedure:**

**Suspension of student 30C**

This section applies if the principal of a State educational institution is reasonably satisfied grounds exist to suspend a student from the institution.

The principal may suspend the student from the institution –

- a) For not more than 5 school days; or
- b) If the principal is satisfied the behaviour was so serious that the suspension should be for longer than 5 school days – for not more than 20 school days.

The principal must give the student notice stating –

- a) The student is suspended and the reason for the suspension; and
- b) The period of the suspension.

If the suspension is for more than 5 school days, the notice must also state –

- a) The student may make a submission against the suspension to the principal’s supervisor; and
- b) The title, name and address of the principal’s supervisor; and
- c) The way in which the submission may be made.

**EXCLUSION**

**Procedure:** According to Departmental Guidelines.

Coppabella State School Responsible Behaviour Plan 2012 – 2015
This consequence would only be used after consideration has been given to all other responses and the unique circumstances of the situation have been considered. For example, students involved in selling or supplying drugs, violent assaults or use of weapons/knives could expect a proposal to exclude from this school would be considered.

Exclusion from Camp Procedure Guidelines

Any student who has received classroom rewards e.g. prize pegs (no Red/Yellow cards) in the six school week period prior to camp will be entitled to attend camp. Students who have received Red/Yellow cards in this period will only attend with the Principal’s approval after careful consideration of the individual circumstances/behaviours.

Details:
- Exclusion from extra-curricular activities and/or camps may occur if a student’s behaviour is such that teachers consider that taking the child on the activity could result in
  - putting the child or others at risk
  - damaging the school’s reputation
- Any teacher (class/specialist) acting in any role, can identify a student whose behaviour is consistently dangerous, non-compliant, or would impact negatively on the reputation of the school.

If a teacher is concerned about a student’s attendance of off campus activities the following procedure must be followed.

**NB:** This procedure need not apply if pre-requisites have already been set by the Teacher-in-Charge of the activity, ie: expectations clearly defined and advertised to both parents and students via a contract/permission note/newsletter.

**Procedure:**
1. Arrange meeting with administration, caregivers and student to discuss inappropriate behaviours and attitudes. Complete Students at Risk Proforma.
2. If necessary, contact Guidance Officer so that “success” can be built in and the student has alternative ways of solving problems.
3. Set up a Behaviour Contract (negotiated with student) to establish appropriate criteria detailing the behavioural expectations required if a child is to attend the planned activity and time frame.
4. Regular feedback to the student and parent regarding progress.
5. Final decision made by relevant parties. If student fails to meet established criteria the consequence will be exclusion from the planned activity.
7. Final decision made no later than the week before camp is due to commence.

**7. Network of student support**

A team approach to behaviour support includes the involvement of school administrators, staff, students, parents and members of the wider community and personnel from other agencies. These include school based (teacher, principal, teacher aide) and external (visiting pastor, guidance officer, special education unit, behaviour management HOD (based at Moranbah), positive learning centre (Mackay).
8. Consideration of individual circumstances

Responses to inappropriate behaviour must consider the particular situation and context, the individual circumstances and actions of the student and the needs and rights of school community members and aim to ensure that educational outcomes for the diverse needs of students are maximised.

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 Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. 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

11. Some related resources

- National Safe Schools Framework (ncab.nssfbestpractice.org.au/resources/resources.shtml)
- National Framework for Values Education in Australian Schools (www.valueseducation.edu.au)
- Bullying. No Way! (www.bullingnoway.com.au)
- MindMatters (www.curriculum.edu.au/mindmatters)
Endorsement

Principal

P&C President or
Chair, School Council

Regional Executive Director or
Executive Director (Schools)

Date effective:

from ...................................................... to ......................................................
CODE OF CONDUCT

Our “Golden Rule” is: *I own my own behaviour*
Creating a fair, secure and friendly place to learn through:

**CARE** I have the right to be safe in this school.
Caring for self.
Caring for others.
Caring for the school resources and the environment.

**COURTESY** I have the right to hear and be heard in this school.
Speaking, listening and behaving politely towards others.
Speaking and behaving kindly towards others.
Showing excellence in manners.

**CO-OPERATION** I have the right to learn in this room.
Contributing to a positive school image.
Ready to work and follow instructions.
Understanding that rights come with responsibilities.
Accepting consequences when rules are broken.
Working, studying and playing co-operatively with others.

**CONSIDERATION** I have the right to be myself in this room.
Showing respect.
Tolerating others.
Thinking of the feelings and circumstances of others.

**COMMON SENSE** I have the right to be happy in this room.
Stopping and thinking carefully before acting.
Making sensible choices.
Appendix 2
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.

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

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.

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 Coppabella 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.

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.

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

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

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.

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

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

**Special Circumstances Arrangement**

Students who require the use of a personal 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, Tamagotchi®, 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.*