Coomera Springs State School

Responsible Behaviour Plan for Students

based on

The Code of School Behaviour

&

School Wide Positive Behaviour Support

Respect, Integrity & Excellence

1. Purpose

Our school is committed to providing a safe, respectful and disciplined learning environment for students where opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

Our 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 constructively within our school community.

Our plan aligns with the requirements of the Education (General Provisions) Act 2006 and Regulations 2006; and Education Queensland's Code of School Behaviour.

2. Consultation and Data Review

Our plan was developed in collaboration with our school community. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2008-2012 also contributed to the development of our plan.

Our Responsible Behaviour Plan for Students was endorsed by our Principal, and will be taken to the first 2013 P&C meeting for endorsement. The P&C Executive of 2012, endorsed the move to Coomera Springs State School becoming a part of School Wide Positive Behaviour Support (SWPBS).

3. Learning and Behaviour Statement

All areas of our school are considered 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 all our teaching programs.

Our plan outlines our strategies for encouraging positive behaviour, minimising inappropriate behaviour and responding decisively where necessary.

Our Responsible Behaviour Plan for Students identifies clear expectations for students' behaviour, assisting us create and maintain our positive and productive learning and teaching environment. Our expectations are clearly outlined for students to follow.

4. Processes for Facilitating Standards of Positive Behaviours and Responding to Unacceptable Behaviour
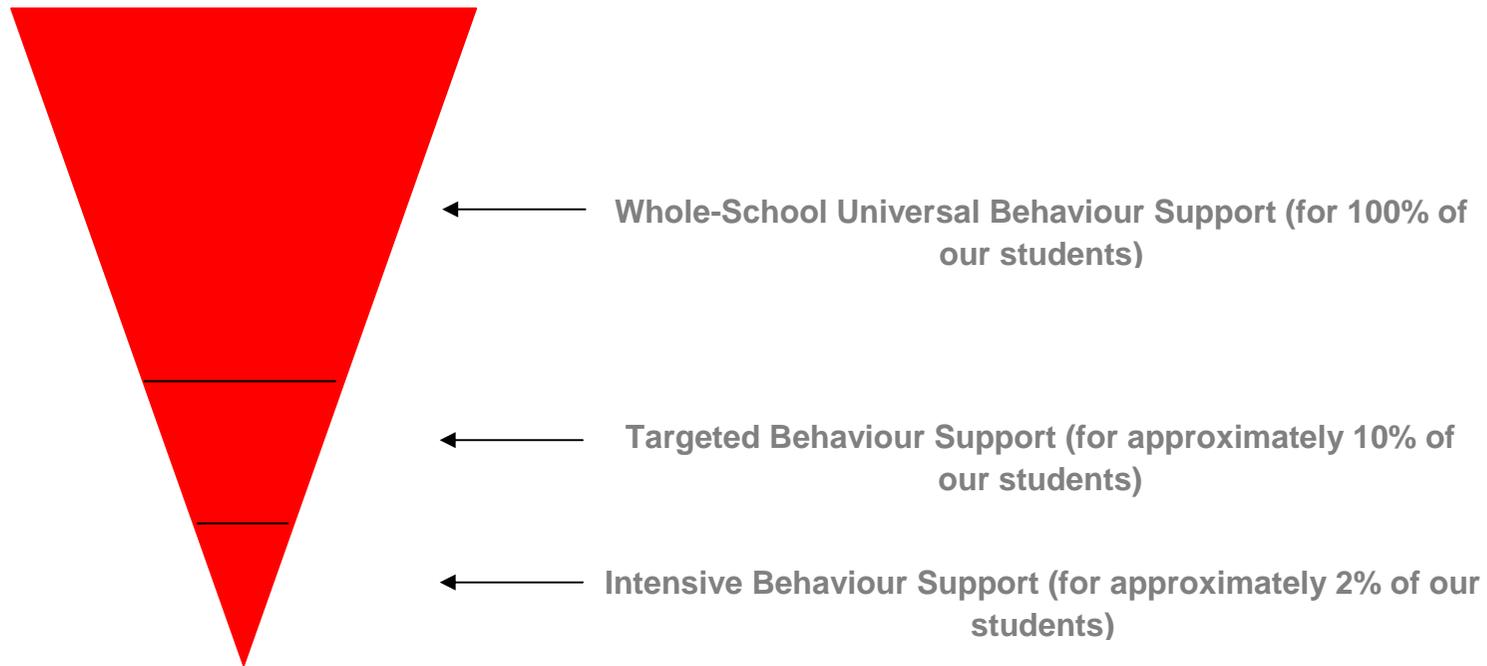
Universal Behaviour Support

We believe that the foundation of positive school behaviour is respectful relationships, effective teaching, and inclusive and engaging learning opportunities.

To establish and maintain an excellent reputation we expect every member of our school community to understand their role in positively supporting the educational process and consistently modelling high expectations themselves.

To promote our standards of positive behaviour we communicate our expectations to all students. At our school we emphasise the importance of directly teaching students the behaviours we want them to demonstrate.

Our plan also strives to identify, promote and reward positive behaviour as a reinforcement of our goals and expectations.

The following diagram indicates that all our students will receive universal behaviour support, but as students' needs increase so too will our support strategies.

Whole-School Universal Behaviour Support (for 100% of our students)

Targeted Behaviour Support (for approximately 10% of our students)

Intensive Behaviour Support (for approximately 2% of our students)

Our school's proactive and preventative whole-school processes and strategies for all students include:

- creation of a positive whole school culture including a detailed Student Dress Code and Queensland Cancer Fund accredited Sun Safe Policy
- a signed three (3) part "Enrolment Agreement" for all students
- our school rules which identify and promote our high standards of responsible behaviour. These rules are aligned with our school motto of Respect, Integrity and Excellence, our logo story and our values
- quality learning and teaching programmes offering a balanced, relevant and engaging curriculum
- active teaching of social skills embedded in the curriculum, including identifying, reporting and responding to all forms of bullying – in and out of school hours
- clear guidelines for students to manage the responsible use of personal technology devices at school
- supportive programmes and procedures collaboratively developed with staff, parents, and the student body
- student leadership programmes including: Student Council, School Leaders, Sports Leaders, and Mentors and Buddies
- establishing and maintaining productive relationships
- recognition, through certificate or letter, of students with positive behavioural records noted in OneSchool
- whole of school acknowledgements including: Tidy class, Cleaners' Award and student 'Gotcha' tickets and weekly parade lucky draw
- recognition of achievement at Assembly and via fortnightly E-Newsletter
- classroom reward programmes
- structured student meetings discussing behaviour - when appropriate
- staff induction and ongoing professional development targeting school and cluster values and behavioural strategies
- extra-curricular programmes including: borrowing equipment for playground sports, Library, Computer Lab, Sport coaching, and Science Geeks etc
- commitment to respond positively and decisively to behavioural incidents as they arise or are reported.

<u>Targeted Behaviour Support</u>

Our school positively and proactively guides students with targeted support programmes including:

- referral to "in school" support staff including: Learning Support, Sexual Harassment Referral Officer and Administration staff
- referral to visiting Education Queensland and other government support staff including: Guidance Officer, Behaviour Advisory Teacher(s), Adopt a Cop.
- deploy additional staffing such as teacher aide
- specific skilling programmes
- a negotiated Individual Behaviour Management Plan including Behavioural Contracts. This program must be:
  - reasonably appropriate to the challenging behaviour
  - managed and monitored by an appropriately qualified person
  - designed to help the student not to re-engage in the challenging behaviour.
- identification of a school based "case manager", typically the classroom teacher at this level, for coordination of access to programmes and liaison between support personnel
- use of OneSchool to monitor behaviour and provide positive formal and informal feedback
- early and regular parent communication and involvement
- participate in cluster, District and Regional support programmes

These additional support strategies are managed by the student's case manager.

<u>Intensive Behaviour Support</u>

Students who require high levels of support to address extreme levels of unacceptable behaviour may also benefit from:

- referral to other specialist behaviour support facilities
- referral to outside agencies including: Child and Youth Mental Health, Youth Family Services, Child Safety, Police, a paediatrician, etc
- a specific Behaviour Improvement Condition, as part of the students Individual Behaviour Management Plan.
- Access to alternative programs and collaboration with other agencies may be necessary for students who repeatedly do not comply with our expected standards of behaviour.

These additional support strategies are managed by a case manager, chosen by the Principal in consultation with the student, parents, and class teacher.

COOMERA SPRINGS STATE SCHOOL

I am RESPECTFUL

I am a LEARNER

I am SAFE

Be understanding of others
- Each individual is different – Respect others
- Celebrate similarities and differences

Care for self, others and the environment
- Look after yourself and be proud of who you are.
- Keep an eye out for your friends and others – encourage them to seek help and report if necessary.
- Keep the school a clean, tidy and healthy place. You can pick up rubbish that is not yours
- Comply with directions given by people in positions of responsibility

Show school pride
- Comply with dress standards
- Be a good ambassador for the school wherever you are.
- Respect your property and the property of others.

Report any problems
- Tell a teacher or other responsible adult if you see an unsafe situation

Be on task
- Know the working environment – quiet working, some talking, class discussion
- Understand and work on tasks you are instructed to do
- Stay focused on what you have to achieve
- Avoid distractions.

Use polite language
- Be polite and speak calmly and quietly
- Appropriate language only

Do your best
- Try everything you are asked to do
- Challenge yourself to produce your best.
- Listen for instructions
- Seek and give help.
- Set yourself realistic goals

Workplace Safety
- Be sun smart – hat, sunscreen, cover up
- Be aware of area specific safety measures

Gain permission to leave and to be in any setting
- Only enter a classroom or other teaching area when permission has been given
- Do not leave a classroom or other teaching area unless permission has been given

Manage your time and be prepared

In school
- Be organised
- Record and remember things you need to do (excursion forms, notices)
- Use your time wisely in class
- Eat a good lunch, drink lots of water.
- Use the toilet and get a drink during breaks
- Be prepared for the challenges of the day

At home
- Develop effective homework and/or study techniques
- Organise your school belongings
- Check your bag for equipment the night before
- Eat a healthy breakfast

Show self control
- Run only when it is a safe area to do so
- Do not touch items around the school which are not meant to be handled except in special circumstances e.g. fire extinguishers, safety switches
- Move in a calm and orderly manner around the school
- Keep your hands and feet to yourself.

Follow directions
- Listen to instructions.
- Know what the task is, ask for assistance if you're unsure.
- Stay focused on what you have to achieve.
- Model yourself on other 'on task' students.
- Avoid being distracted.

Promoting and Supporting Positive Behaviour

What Each Universal Rule Looks Like Around Our School...

Be Safe   Be Respectful   Be a Learner

CODE OF CONDUCT	ALL SETTINGS	CLASSROOMS	EATING AREAS	PLAYGROUND
Be SAFE	• Report any problems to staff • Ask permission to leave or enter any setting • Keep hands, feet, body and objects to self • Follow directions • Stay in assigned and appropriate areas	• Keep hands, feet, body and objects to self • Keep bodies calm • Use equipment and furniture appropriately • Handle objects, equipment and furniture with care	• Sit down to eat • Keep your area clean and tidy • Stay in your area until dismissed • Keep hands, feet, body and objects to self • Use a quiet voice • Eat only your own food	• Be sun smart • Wear the correct clothing and shoes • Use equipment properly • Keep hands, feet, body and objects to self • Play in the designated areas • Use school equipment only • Run/walk in the appropriate areas
	• Be tolerant of all others	• Respect other people's right to	• Follow directions • Put your rubbish in	• Use the correct rules of games

			the bin	
Be **RESPECTFUL**	• Care for self, others and the school • Use polite language • Use manners at all times • Wear my correct uniform and hat	learn • Cooperate with my classmates and teachers • Follow directions • Use whole body listening	• Use your manners at all times	• Take turns and play cooperatively • Borrow and return equipment • Share equipment • Include others in play • Consider and care for our environment
Be a **LEARNER**	• Do your best • Have a go • Be on task • Be prepared • Manage your time	• Be prepared and organised to learn • Do your best • Have a go • Be on task • Complete your work	• Help each other develop appropriate eating and social skills • Model safe and respectful behaviour	• Know and use the rules of the playground • Know and use the rules of games/activities • Assist students in maintaining 'respect, integrity and excellence' in play
CODE OF CONDUCT	**TOILETS**	**TUCKSHOP**	**PATHWAYS**	**ASSEMBLY**
Be	• Walk carefully on any wet area • During class time request permission	• Line up • Keep hands, feet, objects and body to	• Always walk on concrete paths • Run only on grassed	• Sit in your designated class area • Follow the teacher's

SAFE	from the teacher to go to the toilet • **Wear a class pass** • **Take a buddy** • **Flush the toilet** • **Wash hands with soap**	self • **Only buy food for yourself** • **Move to your eating area quickly and quietly** • **Eat only your own food**	areas • **Walk in class groups** • **Stay in line** • **Keep hands, feet, objects and body to self**	instructions • **Keep hands, feet, objects and body to self**
Be RESPECTFUL	• **Use the toilets appropriately** • **Respect privacy** • **Keep the toilet area clean** • **Use a quiet voice**	• **Wait quietly in line to be served** • **Use good manners such as 'please' and 'thank you'** • **Be friendly to our tuckshop staff** • **Keep your eating area clean**	• **Walk quietly during class time** • **Follow your teacher's directions** • **Walk with a purpose and do not dawdle** • **Use the walkways and care for our gardens**	• **Listen attentively** • **Use manners** • **Recognise the great work of other students appropriately** • **Walk with a purpose** • **Sit straight, forward and keep still**
Be a LEARNER	• **Care for our environment** • **Use only enough water to wash your hands** • **Use the dual flush appropriately**	• **Have an idea of what you want to buy**	• **Walk with a purpose**	• **Listen, watch and learn** • **Participate appropriately when required**

CODE OF CONDUCT	CARPARK / BIKE AREA	BUS		
	• Have a purpose			
Be SAFE	• Use only the footpaths • Walk bikes/scooters within the school grounds • Use the crossings • Wear safety helmets	• Stay in your seat • Keep hands, feet, objects and body to self		
Be RESPECTFUL	• Follow all instructions • Follow road safety rules • Be courteous to motorists	• Follow the driver's instructions • Follow the Bus Code of Conduct • Use a quiet voice • Be on time		
Be a LEARNER	• Help all students develop and maintain safety	• Follow the bus timetable • Be on time		

Managing Minor and Major Infractions

MANAGING UNACCEPTABLE BEHAVIOURS & CONSEQUENCES	
BE SAFE	
Level 1 - Minor	
Not being understanding of others Low level verbal harassment such as name calling, low level isolated teasing and name calling	Teacher initiated actions may include: **Verbal discussions** **Teacher Class Rules Enforcement** **Short term time out or withdrawal** (removal in class, removal from class to buddy room) **Detaining** (follow teacher in lunch duty) **Program modification** (including designated play options) **Parent contact**
Not caring for self, others and the environment Minor graffiti (scribble, names, tags) on books, desks and chairs, accidental damage, minor damage to gardens and plants. Littering. Theft of pens, pencils. Causing injury to others through carelessness.	
Not using polite language Low level back chat to a staff member, general low level swearing not directed at anyone such as incidental swearing, inappropriate gestures	
Not showing school pride Deliberate minor uniform breech such as necklaces, bangles / wrist bands, make up, nail polish and eye liner.	
Level 2 Moderate – Repeated Level 1 Behaviour or New Higher Level Behaviour Exhibited	
Not being understanding of others Challenging staff directions once. Arguing with staff once. Persistent teasing, verbal harassment, isolated verbal intimidation (threats), and verbal sexual harassment including online social media and emails. Using family as a basis for teasing.	**Verbal Discussions** (e.g. Interview with member of Administration. restating of school expectations, warnings, planned resolution of issues with relevant parties (this could include; apologies, making up for time lost, restatement of commitment to teacher etc.) **Monitoring** (Monitoring Card) **Withdrawal** (Withdrawal from class/session) **Detention** (1-3 days no play) **Targeted intervention** (e.g. Referral to Student Welfare Committee – group initiates targeted intervention based on behaviour and individual student and needs.) **Parent Contact**
Not caring for self, others and the environment Bringing offensive material to school or downloading it at school, possession of prohibited substances, theft of library book, games, sports equipment. Graffiti – sexually explicit, on walls or doors School property damage including buildings, gardens and assets such as computers and instruments	
Not using polite language Moderate level back chat directed at a staff member. Making explicit threats to another student Swearing directed at a another student.	
Not showing school pride	

Inappropriate behaviour on excursions, camps and school events.	

Level 3 Major – Repeated Level 2 Behaviour or New Higher Level Behaviour Exhibited

Not reporting problems	**Verbal Discussions with Administration including One School Entry**
Not showing self-control	**Individual Behaviour Plan** (contract)
Verbal, physical (including deliberately spitting on another individual) and cyber (sexual, racial and general) harassment and/or bullying of others.	**Monitoring** (e.g. Monitoring Card, Progress Report Sought Report Daily to Admin, Ongoing monitoring)
Abusive language directed at as staff member. Inciting harassment or violence of others. Aggressive and intimidating behaviour towards others including staff. Physical violence towards others including resulting in injury. Bringing dangerous / illegal goods or weapons to school. Exposure and urinating in public. In grounds and disruptive whilst suspended from school.	**Detention** (1 -5 Days no play)
	Intensive intervention (Referral to Student Welfare Committee – group initiates case manager and intervention program **based on behaviour and individual student and needs.**
	notified)
Not gaining permission to leave and/or to be in a setting	Loss of Privileges including computer, visiting specialist programs such as Titans.
Leaving the school grounds without permission despite being warned not to.	**Internal Suspension**
Not following directions.	**Suspension** (e.g. 1-5 Day, 6-20 day with a case manager and education program)
Refusal to follow directions resulting in a major disturbance or safety risk to others, this may include leaving a classroom and then deliberately preventing a class from working.	

Level 4 Extreme – Repeated Level 3 Behaviour or New Extreme Behaviour Exhibited

Not showing self-control.	**Consequences Include**
In possession of a dangerous weapon, threats with a dangerous weapon, physical violence with a weapon, serious physical assault resulting in a moderate to major injury. Sexual assault.	• **Strategies listed above** • **6 – 20 day suspension** • **Behaviour Improvement Condition** • **Exclusion**
Not gaining permission to leave and/or to be in a setting.	
Repeat Level 3 Behaviours	
Not following directions.	
Repeat Level 3 Behaviours	

Weapons in school In possession of dangerous weapons, threats with a dangerous weapon, physical violence with a weapon or serious physical assault resulting in a moderate to major injury	

BE RESPECTFUL

Level 1 - Minor

Not being understanding of others Low level verbal harassment such as name calling, low level isolated teasing and name calling	Teacher initiated actions may include:
Not caring for self, others and the environment Minor graffiti (scribble, names, tags) on books, desks and chairs, accidental damage, minor damage to gardens and plants. Littering. Theft of pens, pencils. Causing injury to others through carelessness.	**Verbal discussions** **Teacher Class Rules Enforcement** **Short term time out or withdrawal** (removal in class, removal from class to buddy room) **Detaining** (follow teacher in lunch duty) **Program modification** (including designated play options) **Parent contact**
Not using polite language Low level back chat to a staff member, general low level swearing not directed at anyone such as incidental swearing, inappropriate gestures	
Not showing school pride Deliberate minor uniform breech such as necklaces, bangles / wrist bands, make up, nail polish and eye liner.	

Level 2 Moderate – Repeated Level 1 Behaviour or New Higher Level Behaviour Exhibited

Not being understanding of others Challenging staff directions once. Arguing with staff once. Persistent teasing, verbal harassment, isolated verbal intimidation (threats), and verbal sexual harassment including online social media and emails. Using family as a basis for teasing.	**Verbal Discussions** (e.g. Interview with member of Administration. restating of school expectations, warnings, planned resolution of issues with relevant parties (this could include; apologies, making up for time lost, restatement of commitment to teacher etc.)
Not caring for self, others and the environment Bringing offensive material to school or downloading it at school, possession of prohibited substances, theft of library book, games, sports equipment. Graffiti – sexually explicit, on walls or doors School property damage including buildings, gardens and assets such as computers and instruments	**Monitoring** (Monitoring Card) **Withdrawal** (Withdrawal from class/session) **Detention** (1-3 days no play) **Targeted intervention** (e.g. Referral to Student Welfare Committee – group initiates targeted intervention based on behaviour and individual student and needs.) **Parent Contact**
Not using polite language Moderate level back chat directed at a staff member. Making explicit threats to another student Swearing directed at a another student.	
Not showing school pride	

Inappropriate behaviour on excursions, camps and school events, travelling to and from school (walking, riding, bus)

Level 3 Major – Repeated Level 2 Behaviour or New Higher Level Behaviour Exhibited

Not being understanding of others Racial discrimination. Sexual discrimination. Verbally threatening a staff member. Insolence displayed towards a staff member (walking off, not listening, laughing, stating that they don't care). Consistent verbal harassment towards students including online social media and email.	**Verbal Discussions with Administration including One School Entry** **Individual Behaviour Plan** (contract) **Monitoring** (e.g. Monitoring Card, Progress Report Sought Report Daily to Admin, Ongoing monitoring) **Detention** (1 -5 Days no play)
Not caring for self, others and the environment Distributing offensive material and or prohibited substances at school. Computer Hacking, maliciously introducing computer virus, tampering with school records. Vandalism – major (cost replacement of over $500). Theft major ($500).	**Intensive intervention (Referral to Student Welfare Committee – group initiates** case manager and intervention program **based on behaviour and individual student and needs.** notified) Loss of Privileges including computer, visiting specialist
Not using polite language. Swearing directed at a staff member or parent including use of race and sex.	programs such as Titans. **Internal Suspension**
Not showing school pride Conduct bringing school into disrepute (damaging neighbouring properties, breaking school rules in public in uniform). Defaming students, staff or school on social networking sites.	**Suspension** (e.g. 1-5 Day, 6-20 day with a case manager and education program)

Level 4 Extreme – Repeated Level 3 Behaviour or New Extreme Behaviour Exhibited

Not being understanding of others Major racial, sexual attack either physically or online	**Consequences Include** • **Strategies listed above** • **6 – 20 day suspension** • **Behaviour Improvement Condition** • **Exclusion**
Not caring for self, others and the environment Repeated Level 3 behaviours. Vandalism or theft causing more than $10000 in damage either during school hours or after school hours.	
Not using polite language. Repeated Level 3 behaviours	
Not showing school pride Repeated Level 3 behaviours	

BE A LEARNER	
Level 1 - Minor	
Not being on task Calling out, undue noise, walking around the room.	Teacher initiated actions may include: **Verbal discussions** **Teacher Class Rules Enforcement** **Short term time out or withdrawal** (removal in class, removal from class to buddy room) **Detaining** (follow teacher on lunch duty) **Program modification** (including designated play options) **Parent contact**
Not doing your best Not attempting work to the best of ability.	
Not managing your time and being prepared Late to class, failure to bring equipment and books to class, failure to complete discipline tasks such as attending time out, detention or completing additional work.	
Level 2 Moderate – Repeated Level 1 Behaviour or New Higher Level Behaviour Exhibited	
Not being on task Disturbing the learning needs of others, inciting others to be disobedient, disrupting an exam, inappropriate use of computers and internet access.	**Verbal Discussions** (e.g. Interview with member of Administration. restating of school expectations, warnings, planned resolution of issues with relevant parties (this could include; apologies, making up for time lost, restatement of commitment to teacher etc.) **Monitoring** (Monitoring Card) **Withdrawal** (Withdrawal from class/session) **Detention** (1-3 days no play) **Targeted intervention** (e.g. Referral to Student Welfare Committee – group initiates targeted intervention based on behaviour and individual student and needs.) **Parent Contact** (e.g. Carer may be notified.)
Not doing your best Refusal to attempt set work including assessment tasks. Academic dishonesty.	
Not managing your time and being prepared Persistent, unexplained lateness to school, returning from breaks, truanting – lessons	

Level 3 Major – Repeated Level 2 Behaviour or New Higher Level Behaviour Exhibited	
Not being on task Preventing others from learning. Disturbance including that of other classes. Major inappropriate use of computers and the internet including deleting and tampering with the files of others, accessing inappropriate content and inappropriate email / social site messages.	**Verbal Discussions with Administration including One School Entry** **Individual Behaviour Plan** (contract) **Monitoring** (e.g. Monitoring Card, Progress Report Sought Report Daily to Admin, Ongoing monitoring) **Detention** (1 -5 Days no play) **Intensive intervention (Referral to Student Welfare Committee – group initiates** case manager and intervention program **based on behaviour and individual student and needs.** notified) Loss of Privileges including computer, visiting specialist programs such as Titans. **Internal Suspension** **Suspension** (e.g. 1-5 Day, 6-20 day with a case manager and education program)
Not doing your best Refusal to participate in programs of instruction including but not limited to Key Learning Area subjects such as English, Maths, German, PE and Music. Sabotaging resources to prevent others from using them. Academic dishonesty in projects for year 6 and 7.	
Not managing your time and being prepared Truanting - Days	
Level 4 Extreme – Repeated Level 3 Behaviour or New Extreme Behaviour Exhibited	
Not being on task Repeat Level 3 Behaviours	**Consequences Include** • **Strategies listed above** • **6 – 20 day suspension** • **Behaviour Improvement Condition** • **Exclusion**
Not doing your best Repeat of Level 3 Behaviours	
Not managing your time and being prepared School Refusal	Refer to a Senior Guidance Officer and Principal Advisor Educational Services for assistance.

BEHAVIOUR FLOWCHART

Observe the Unacceptable Behaviour

→

Conference with the Student

→

Is it a MINOR or a MAJOR behaviour infraction?

MINOR →

Use classroom or playground consequences

Refer to SRBP

→

Classroom

Record Minor Behaviour and monitor

→

Playground

Record Minor Behaviour Form and send to class teacher

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If there is a pattern of continued minor offences, follow procedures for Major Infractions

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MAJOR ↓

Fill out Behaviour Incident Form

(Office / Playground)

←

Administrator determines consequence & follows through

←

Administrator informs parent/s

←

Administrator records incident in One School

Teacher determines

Eg: Time Out / Insight Room

←

Teacher records on One School

←

Teacher contacts parent

5. Emergency Responses to Critical Incidences

A critical behavioural incident is defined as an occurrence that is sudden, urgent, often unexpected, unsafe and requires immediate action.

Our staff has a consistent understanding of how to respond to critical behavioural incidents. Appropriate responses include both non physical and physical intervention. This consistency ensures that appropriate actions are taken to ensure that all members of our school community are kept safe.

Physical Intervention: Appropriate physical intervention may be used to ensure that Coomera Springs State School's duty of care to protect students and staff (and others) 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.

Lockdown Procedures: Our school also has lockdown procedures that can be activated during a critical behavioural incident.

Debrief: After any critical behavioural incident a debrief should occur with directly or indirectly effected members of our school community.

Record Keeping: Each instance involving the use of physical intervention with a student is formally documented as a behavioural incident in OneSchool.

Strategies to Use in De-escalating Situations:

- Maintain calmness

- Avoid shouting

- Avoid cornering the student or invading their space

- Choose language carefully

- Model the desired behaviour

- Ensure safety of all

- Minimise body language

- Redirect behaviour through making consequences clear

- Always debrief

6. Consequences for Unacceptable Behaviour

Please see the exhaustive table *Managing Minor and Major Infractions.*

Coomera Springs State School focuses on teaching and reinforcing expected behaviours on a weekly basis. As a whole school, we take a weekly focus on one rule within our 3 universal rules of:

- Be Safe:

  - Report any problems

  - Workplace safety

  - Show self control

  - Gain permission to leave and to be in any setting

  - Follow directions

- Be Respectful:

  - Be understanding of others

  - Care for self, others and the environment

  - Show school pride

  - Use polite language

- Be a Learner:

  - Be on task

  - Do your best

  - Manage your time and be prepared

Minor and Major Behaviours

When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor.

- **Minor:** minor behaviour problems are dealt with by the staff member at the time of the infraction

- **Major:** major behaviour problems are referred directly to the school administration (Principal/Deputy Principal)

Insight Room Referral

When students have been determined to have engaged in an infraction, they can face a referral to our Insight Room

1. **Insight Room Intent:**

   a. Provide students the opportunity to reflect on their choices and gain insight as to why they make certain choices.

2. **Students get referred to the Insight Room:**

   a. From administration in response to classroom and/or playground infringements/referral form.

   b. From duty teacher via a *playground referral form*.

   c. From classroom teacher after warning, timeout and buddy room has been utilised/ repeatedly committing the same indiscretions over a period of time.

3. **Insight Room Process**

a. Student arrives at the Insight Room at the beginning of break.

b. Student complete appropriate reflection form, P-2 or 3-7.

c. Insight Room Duty Teacher conference with student regarding incident, choices and appropriate options.

d. Insight Room Staff scan forms and attach in oneschool entry.

e. Students are released to return to class at the end of break.

Outside of School Behaviours

All behaviour expectations remain the same for students travelling to and from school. Whilst wearing the school uniform any student is identifiable to Coomera Springs State School and will therefore be subject to the ***Managing Minor and Major Infractions.***

7. Network of Student Support

To effectively support both staff and students with issues relating to school behaviour, Coomera Springs State School is able to access support from both within the school and beyond. We support a team approach to behaviour support. This includes the involvement of school administrators, staff, students, parents and members of the wider community; including personnel from other government and community agencies.

Where a student requires minimal or short term additional support, the class teacher will be the case manager. The case manager's role is to coordinate Education Queensland based support to the student in our school.

Where a student requires significant additional support over an extended time and/ or settings, an Administrator will be the case manager. The case manager's role is to coordinate the school based delivery of support services to the student and liaise with other government and community based service providers.

Internal Support (Personnel within the school)	External Support (Personnel and Agency Support outside of the school)	
School Based	Education Queensland	Community and Agency
- Teaching and support staff - Administration - Guidance Officer - Chaplain - Special Education Teachers - STL&N teacher	- District Advisory Visiting Teacher for Behaviour Support - Senior Guidance Officers - Emergent Funding - Principal Advisor Education Services - Positive Learning Centres	- Disability Services Queensland - Child and Youth Mental Health - Queensland Health - Department of Communities (Child - Police - Local Council

• Behaviour Committee • Parents	• Alternative Learning Sites	• Neighbourhood Centre • Juvenile Aid Bureau • QLD Health Services • Counselling Services

8. Consideration of Individual Circumstances

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

Coomera Springs State School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non violent consequences for infringement of the expected behaviour ranging from the least intrusive sanctions to the most intrusive
- recognising and taking into account student's age, gender, disability, cultural background, socio-economic situation and their emotional state
- recognising the rights of all students to:

- express opinions in an appropriate manner and at an appropriate time
- work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
- receive adjustments appropriate to their learning and/or impairment needs.

Our Principal has final responsibility for all decisions made.

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 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related Policy and Procedures

- 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

- Bullying. No Way!

- Code of Conduct for School Students Travelling on Buses

- School Wide Positive Behaviour Support

- National Safe Schools Framework

- National Framework for Values Education in Australian Schools

12.   Appendix

Mobile Devices

Bring Your Own Digital Device
Acceptable Use Agreement

Coomera Springs State School

[2013]

Personal Devices

1. I am able to bring in a Personal device to work with in my classroom. This device may be a Gameboy, iPad, iPod, DS, DSiD, PSP or any other mobile gaming devices.

2. When I use my mobile device I agree to:
- use it for learning purposes as directed by my teacher;
- act responsibly and not use the device to find, create or send information that might be harmful, inappropriate or hurtful to me or anyone else; and
- respect others when I talk to and work with them online and never write or participate in online bullying.
- Only use games that have a 'E', 'G' or 'PG' rating.

3. When using my mobile device to share (via Bluetooth), I will:
- act in a responsible and ethical manner.
- protect the privacy of others and never share images unless I follow the below points.

4. When using my device as a camera I will:
- seek permission from individuals involved before taking photos, recording sound or videoing them (including all staff);
- only take photos and record sound or video when it is part of a class or lesson;
- seek written permission from individuals involved before publishing or sending photos, recorded sound or video to anyone else or to any online space; and
- seek teacher permission before uploading any content to websites (e.g. blogs)
- protect the privacy of others and never post private information about another person.

Further Legal Information about Student Owned Devices

Monitoring and management of ICT Resources including Student Owned Devices

All departmental ICT resources are the property of the Department, which reserves the right to monitor the use of these ICT resources. This right extends to student owned devices connected to the Department's school network. The monitoring may include reading the content of files and emails, including personal files and emails, stored on departmental or student owned ICT resources. This also includes any material that has either been run or deleted from any personal computer, laptop, Netbook, or mobile device and may involve the confiscation of the ICT resource for this purpose.

The Department has the lawful right to monitor your use of its ICT resources and may do so at any time without notice.

The school may exercise its right to monitor the use of the school's ICT resources to:

- ensure that the systems and networks are functioning properly;
- protect against unauthorised access; and to
- ensure compliance with the Rules for Responsible ICT Use.

The Department may exercise its right to monitor the use of resources to:

- ensure that the systems and networks are functioning properly;
- protect against unauthorised use and/or access; and
- ensure compliance with the principles and procedures of departmental ICT use, as described in the Acceptable Use Agreement.

The Department's ICT resources will be monitored randomly and/or by exception (e.g. in response to complaints or investigations). The Director Information and Technology Services can authorize monitoring.

The Manager IT Infrastructure coordinates and can undertake the monitoring of departmental ICT resources.

Waiver of Liability

The Department restricts access to some material available via the Internet, but does not accept responsibility for any illegal, offensive, indecent or otherwise harmful material accessed on the Internet, nor for any loss however arising from use of, or reliance on information obtained through its internet service or in relation to the reliability or quality of that service.

The Department does not accept responsibility for any damage or loss to student owned devices or accessories brought to school or connected to the Department's ICT resources.

As a responsible computer user at Coomera Springs State School I will follow the above rules.

If I break any of these rules, then I will be unable to use ICTs at school and may be subject to further action. In addition, I will need to re-negotiate how I use ICTs at school after my penalty has been served.

Parent's Signature :

_____

Student's Signature :

_____

Teacher's Signature:

_____

Administration Signature:

_____

Date:

_____

Office/ Planning Room Referral

Name:

Date: **Time:** **Class:**

Location: ☐ Playground ☐ Library ☐ Undercover area ☐ Toilet ☐ Specialist Lesson ☐ Classroom ☐ Other
Lesson:

Grade: P 1 2 3 4 5 6 7

Referring Staff:

Problem/Behaviour	Possible Motivation	Administrative Decision
<u>Minor</u> ☐ Defiance/ Disrespect ☐ Physical contact/ aggression ☐ Inappropriate language ☐ Disruption ☐ Property misuse ☐ Other <u>Major</u> ☐ Defiance/ Disrespect ☐ Fighting/ Physical Aggression ☐ Abusive/ Inappropriate language ☐ Disruption ☐ Harassment/ Bullying ☐ Other	☐ Obtain peer attention ☐ Obtain adult attention ☐ Obtain items/activities ☐ Avoid peers ☐ Avoid adult ☐ Avoid task/ activity ☐ Don't know ☐ Other	☐ Loss of privilege ☐ Time in office ☐ Conference with student ☐ Parent Contact ☐ Individualized Instruction ☐ Referral to guidance officer ☐ In School Suspension (____ days/ ____ days) ☐ Out of school suspension (____ days) ☐ Other

Witnesses/ Others involved in incident: ☐ None ☐ Peers ☐ Staff ☐ Teacher ☐ Substitute ☐ Other

Details of incident/ Other comments:

Parent Signature: **Date:**

All minor incidents are filed with classroom teacher/4 minors (phone home stage) equals a major.

Coomera Springs State School

Playground Behaviour Incident Form

Name: **Date:**   **Time:**   **Class:**

Location: ☐ Oval ☐ Oval Playground ☐ Activity Zone ☐ Library ☐ Courtyard ☐ Oval Undercover Area ☐ Toilets ☐
☐ Canteen ☐ Classroom ☐ R Block Undercover ☐ Prep Playground ☐ Sand pit ☐ P-3 Oval ☐ Other _____

Year Level: ☐ Prep   ☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5   ☐ 6   ☐ 7

Referring Staff: _____

Problem/Behaviour	Possible Motivation	*Minor Actions* Duty Teacher Decision	*Major Actions* Administrative Decision
Minor	☐ Obtain peer attention	☐ In sight room referral	☐ Class of privilege
☐ Defiance/ Disrespect	☐ Obtain adult attention	☐ Office Referral	☐ Time in office
☐ Physical contact/ aggression	☐ Obtain items/activities		☐ Conference with student
☐ Inappropriate language	☐ Avoid peers		☐ Parent Contact
☐ Disruption	☐ Avoid adult		☐ Individualised instruction
☐ Property misuse	☐ Avoid task/ activity		☐ Referral to guidance officer
☐ Harassment/ Bullying	☐ Don't know		☐ In School Suspension
☐ Other	☐ Other		☐ Out of school suspension ___ days
Major			☐ Bus ___ days
☐ Defiance/ Disrespect			☐ Other
☐ Fighting/ Physical Aggression			
☐ Abusive/ Inappropriate language			
☐ Disruption			
☐ Harassment/ Bullying			
☐ Other			

Witnesses / Others involved in incident: (Teacher reminder where relevant are completed)

Details of incident / Other comments:

↓ Tear here please ↓

Class Teacher Information- Action Taken By Duty Teacher for Minor requiring referral and Major

Student Name: _____   **Date:** _____

Minor	Major
☐ Defiance/ Disrespect	☐ Defiance/ Disrespect
☐ Physical contact/ aggression	☐ Fighting/ Physical Aggression
☐ Inappropriate language	☐ Abusive/ Inappropriate language
☐ Disruption	☐ Disruption
☐ Property misuse	☐ Harassment/ Bullying
☐ Other	☐ Other

All teachers completing this form are to enter MAJOR and MINOR (REQUIRING referral) behaviours onto One School as part of the lunch room and office Referral Process

↓ Tear here please ↓

Coomera Springs State School

Information Statement

Gotchas

Dated: April 2013

Purpose: To provide staff with a basic outline for the use of Gotchas as an individual positive behaviour award at Coomera Springs SS.

1. **Physical Appearance of Gotchas:**

   f.   Gotchas are copied on card (6 to a page – coloured or white) by office staff and distributed to class teachers, specialists, and aides. See annex for design.

   g.   On the back of the Gotcha are tick boxes where the staff member can indicate which of the three rules the student was demonstrating at the time of the award.

   h.   Bronze, Silver, and Gold gotchas are only one sided. See annex for design.

2. **How they are awarded:**

   i.   Gotchas can be awarded both in the classroom and in the playground to students who are observed demonstrating their understanding of at least one of the universal rules through their actions. Examples include:

      i.   In the playground:

         1.   Student/s is leading, or participating in, a safe and fair game that includes everyone who wishes to be included – without being directed by a staff member;

         2.   Student/s is showing pride in our school by independently collecting rubbish and placing it in the bin (more than 1 piece!);

3. Student/s is demonstrating safe behaviour by refusing to be involved in any unsafe games or behaviour and encouraging their friends to engage in a more appropriate activity instead.

ii. In the classroom:

1. Student/s is consistently engaged and on task;

2. Student/s independently seeks further academic challenges after completing set work;

3. Student/s independently offers help to a classmate who is having trouble;

4. Student/s informs the staff member of an unsafe practice or situation in a responsible manner;

5. Student/s has worked diligently on and delivers an assessment on time and at a high standard (respectively);

6. Student/s deals with a potentially volatile situation involving another student/s in a safe and respectful manner.

j. In a situation where there is more than one student engaged in the observed positive behaviour, each individual is awarded a Gotcha.

k. Teachers will use their discretion to award Gotchas in situations they believe are appropriate. The possibilities are endless. The intent is that the Gotcha be given out for meaningful positive behaviour and not for passing moments of compliance - for example, a Gotcha would not be an appropriate award for a student who is lining up nicely, but for a student who ALWAYS lines up nicely, and is a positive role model for their class mates. Having said that, a Gotcha can be used as an encouragement for a student who needs positive reinforcement in order to assist the transition from passing moments of compliance to more regular compliance!

l. Gotchas can be used as part of a strategy to target certain negative behaviours by awarding them to students who are doing the right thing in that area. For example, if the behaviour data shows that there have been several incidents involving unsafe use of play equipment – then playground duty teachers can be made aware of this and be encouraged to target those students who are being safe while using the equipment. The Behaviour Committee is responsible for monitoring and analysing the behaviour data, and communicating the results to staff.

4. **Once they are awarded:**

a. All class teachers will need a small "Gotcha Box" which can be made from anything that is handy. Basically, it just needs to be an identifiable place where students can place their gotchas when they receive them. All Gotchas will be placed in this box regardless of which staff member awards them. Students will need to bring all their Gotchas to the classroom if they are awarded outside the classroom – not to the office.

b. Teachers will need to keep a tally of how many gotchas each student has received, for the purpose of awarding Premium Gotchas (see next heading).

c. Each Monday morning, every class delivers their Gotchas to the central Gotcha boxes in the office. These boxes will be allocated P – 1, 2 – 4, 5 – 7.

d. At each Monday assembly, 3 winners are drawn from the central boxes. The winners each receive a voucher for an icy pole from the Tuckshop.

e. All Gotchas in the central boxes are then recycled (mulching???) and the new ones are put in each week.

5. **Bronze, Silver and Gold (Premium) Gotchas:**

a. Bronze, silver and gold gotchas can be used as the next level reward system on a term by term basis.

b. Once a student receives 10 Gotchas (in each term), they receive a Bronze Gotcha. At 20 Gotchas they receive a Silver Gotcha and at 30 Gotchas they receive a Gold Gotcha. These Premium Gotchas are awarded fortnightly on parade as they arise – class teachers are responsible for keeping track of their students' Gotcha numbers and awarding the Premium Gotchas as required.

c. Bronze, Silver and Gold Gotchas will be used to determine which students have access to the medium and long term rewards. Actual rewards will be determined on a term by term basis and may vary. For example: At the halfway point of the term, any student with a Bronze Gotcha gets prize A (class messenger for a week), Silver Gotchas get prize B (20 min guitar/drum/sport lesson with Mr Maloney/Mrs Raffin/Mr Gall), and Gold Gotchas get prize C (30min Xbox with a friend). At the end of the term, there will be a special reward for any student who has received a Gold Gotcha during the Term – e.g. movie day in the hall, or afternoon tea with admin.

6. **OneSchool Data Entry:**

a.   Data entry of Premium (Bronze, Silver, Gold) Gotchas on OneSchool is necessary in order to maintain accuracy of our behaviour data and provide evidence that we are achieving the minimum 4:1 ratio (4 positive entries for every 1 negative entry) as required by SWPBS policy. This ratio should be achieved as a whole school each month.

b.   All Premium Gotchas should be entered on OneSchool as a positive behaviour record. This should be done at least once a week in order to maintain currency of the data. The categories in the positive behaviour record will be amended to include Bronze, Silver and Gold Gotcha as a drop down menu selection. Staff will need to make a brief comment describing the reason for the award, e.g. "Student has received 10 Gotchas for positive behaviour choices."

c.   Each student must be entered individually in order for OneSchool to do the count correctly. For example, if a teacher gives out 3 Bronze Gotchas to separate students in one day, they must enter each one individually. It is possible to put multiple students on one record, but if it is done this way, OneSchool will only count one positive towards our school's total, when it should be three.

d.   The class teacher is responsible for entering all Premium Gotchas for their own students regardless of who awarded them. It is possible to change the staff member's name when entering the Gotcha.

e.   Having the Gotchas saved on OneSchool is also a good way to justify/support your behaviour mark at report card time.

13.   Endorsement

_____   _____   _____

Principal   **P&C President**   **Principal's Supervisor**