



## The Code of School Behaviour

Better Behaviour  
Better Learning

# Responsible Behaviour Plan for Students 2013 -2016

## 1. Purpose

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

A supportive school environment is one in which:

- All members feel safe, supported and valued
- All members are treated with fairness and dignity
- Social and academic learning outcomes are maximized
- Acceptable behaviour is defined, modelled and reinforced by all members of the school community
- Values diversity – in an environment free from bullying and discrimination

Behaviour management within a supportive school environment should foster a positive attitude that encourages and allows all participants to benefit from effective teaching and learning and allows them to choose to behave appropriately in accordance with the values of the wider school community. Relationships should be based on sound values and mutual respect for the rights and responsibilities of self and others

Springwood Road State School community has developed an effective program for managing behaviour that comprises preventive, supportive and corrective elements and is co-ordinated with the school structure so that together parents, students and staff understand, accept and implement the principle stated. This leads students towards the ownership of and **responsibility for their own behaviour** and builds a safe, supportive environment for every member of the school community.

## 2. Consultation and data review

Springwood Road State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken during 2012. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2010 - 2012 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and the Assistant Regional Director in December 2012.

## 3. Learning and behaviour statement

**Springwood Road State School Community believes that effective teaching caters for individual's needs and abilities.**

We strive to achieve this by:

- Ensuring teachers have the skills to recognise the students' stages of development and provide and match learning experiences to these.
- Aligning curriculum with student needs.
- Developing and implementing specific school programs in all key-learning areas.
- Ensuring accountability for learning outcomes through focus on planning, assessment, evaluation and reporting

**Springwood Road State School Community believes in a well-resourced learning environment that is safe, enjoyable and supportive.**

We strive to achieve this by:

- Ensuring that every day, every student will experience success in something
- Providing explicit teaching in co-operative learning skills
- Eliminating potential risks in the physical environment
- Ensuring supportive structures exist for staff and students
- Providing a futures perspective through access to technology

**Springwood Road State School Community believes all children have the capacity to learn.**

We strive to achieve this by:

- Encouraging active participation
- Emphasising how to learn
- Assisting students to see the connection between 'school' learning and 'life' learning



## The Code of School Behaviour

Better Behaviour  
Better Learning

- Providing relevant and meaningful learning activities

**Springwood Road State School Community believes everyone is responsible for their own behaviour.**  
We strive to achieve this by:

- Providing instruction regarding making appropriate choices
- Ensuring structures exist to promote responsibility for personal actions
- Choosing a positive focus

**Springwood Road State School Community believes in the significance of positive partnerships.**  
We strive to achieve this by:

- Recognising that the partnerships consist of student, teachers, parents and community
- Promoting effective communication
- Ensuring that all interaction consider dignity and respect
- Respecting all points of view
- Celebrating diversity (valuing differences)
- Encouraging activity that celebrates collegiality and promotes professionalism.

Our school is committed to providing quality learning opportunities that enable all students to achieve within safe, supportive and disciplined learning environments. All members of school communities are to abide by The Code of School Behaviour in accordance with the following standards.

### All members of school communities are expected to

- Conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respect the rights of others.

### Students are expected to:

- Participate actively in the school's education program
- Take responsibility for their own learning
- Demonstrate respect for themselves, other members of the school community and the school environment
- Behave in a manner that respects the rights of others, including their right to learn.
- Cooperate with staff and others in authority.

### Parents /Carers are expected to:

- Show an active interest in their child's schooling and progress.
- Cooperate with the school to achieve the best outcomes for their child.
- Support school staff in maintaining a safe and respectful learning environment for all students.
- Initiate and maintain constructive communication and relationships with school staff regarding their child's learning, wellbeing and behaviour.
- Contribute positively to behaviour support plans that concern their child.

### Schools are expected to

- Provide safe and supportive learning environments.
- Provide inclusive and engaging curriculum and teaching.
- Initiate and maintain constructive communication and relationships with students and parents/carers.
- Promote the skills of responsible self management.

### Principals are expected to

- Play a strong leadership role in implementing and communicating The Code in the school community.
- Ensure consistency and fairness in implementing the school's Responsible Behaviour Plan for Students.
- Communicate high expectations of individual achievement and behaviour
- Review and monitor the effectiveness of school practices and their impact on student learning.
- Support staff in ensuring compliance with The Code and facilitate professional development to improve the skills of staff to promote responsible behaviour.



## The Code of School Behaviour

Better Behaviour  
Better Learning

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

#### • Universal behaviour support

Springwood Road State School Community believes that the underpinning of the Responsible Behaviour Plan for Students are our school values of **Tolerance, Respect, Responsibility, Kindness, Cooperation, Honesty and Perseverance**. There is a whole school focus on the implementation of proactive strategies of instruction in making choices, responsible thinking, self esteem, anger management, conflict resolution and specific teaching of social skills.

It is an expectation that each class teacher will support a focus on a value each fortnight with the implementation process at the discretion of the class teacher. The value for the fortnight will be reinforced by;

- Value addressed on Junior and Senior Assembly
- P – 7 to address value in the classroom.
- Article for families through the school's weekly newsletter
- Schoolwork and Value Awards presented at weekly assembly – Students are acknowledged for class and/or playground efforts in these areas
- Playground Awards – Students are nominated by playground duty staff who observe students demonstrating the focus skill specifically in the playground.

#### Proactive and Positive Strategies.

The school employs a range of strategies to foster a positive and productive environment. These include:

- Behaviour level reports each term.
- Classroom behaviour management plans.
- Thumbs Up awards for positive playground behaviour.
- Postcards Home celebrating student effort and attitude.
- Administrator's awards.
- School anti-bullying program – High Five approach
- Student of the Week awards.
- Fun Friends program in Prep and year 1.
- Conflict /Resolution training in year 4 and 6.
- Healthy Relationship Program in year 5.
- Peer Mediation training for year 6 students, Mediators work in the year 1,2 and 3 playgrounds.
- Leadership Opportunities – School Captains, School Council, Sports Captains, LOTE Captains and Library Monitors.
- School Values.

#### • Targeted behaviour support

Students are expected to abide by the Code of School Behaviour (Queensland Education) and school rules. Individual teachers will be primarily responsible for dealing with minor behaviours. Students that move to the medium, persistent or extreme levels of behaviour will be referred to the Special Needs Committee or the administration team where consequences, support plans or referral to other agencies may be put in place.

Parents of students at this level will be contacted by the teacher or administrator to discuss and assist with a behaviour strategy.

Student infringements are monitored through a data base.

#### • Intensive behaviour support

Students are expected to abide by the Code of School Behaviour (Queensland Education) and school rules. Individual teachers will be primarily responsible for dealing with minor behaviours. Students that move to the medium, persistent or extreme levels of behaviour will be referred to the Special Needs Committee or the administration team where consequences, support plans or referral to other agencies may be put in place.

Parents of students at this level will be contacted by the teacher or administrator to discuss and assist with a behaviour strategy.

Student infringements are monitored through a data base.



## The Code of School Behaviour

Better Behaviour  
Better Learning

## Removal of Property

Staff will temporarily remove property from students if:

- Property is deemed dangerous.
- Students are using the object to hurt, bully or intimidate others.
- The object is interfering with learning.
- The object is being used at an inappropriate time.
- There is a dispute over the ownership of property.

Property will be returned to the student or parent following a resolution of the concern.

## 5. Emergency responses or critical incidents

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

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

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

### Basic defusing strategies

#### *Avoid escalating the problem behaviour*

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

#### *Maintain calmness, respect and detachment*

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

#### *Approach the student in a non-threatening manner*

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

#### *Follow through*

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

#### *Debrief*

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

## Physical Intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted 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 Springwood Road's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

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

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment



# The Code of School Behaviour

Better Behaviour  
Better Learning

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

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

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

Any physical intervention made must:

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

## Record keeping

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

## Further continuation of inappropriate choices of behaviours

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

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

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

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

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

**An alternative to a proposal to exclude**-a behaviour improvement condition may be imposed if the principal is reasonably satisfied that the student has engaged in behaviour that is the basis for a recommendation for exclusion of the student from the school or certain State schools as mentioned below.

**Proposal to Exclude** – a principal may propose an exclusion of a student from the school or certain State schools under the following circumstances:

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

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

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



## The Code of School Behaviour

Better Behaviour  
Better Learning

## 6. Consequences for unacceptable behaviour

### Infringement of class, school and playground expectations.

Frequency and Intensity of Infringement	Response (Strategies implemented to support student in achieving appropriate behaviour)
<b>Infrequent (1 or 2 times in a session or play time) OR Low Level inappropriate behaviour</b>	<b>Teacher Responses may include:</b> <ul style="list-style-type: none"> <li>• Acknowledging student's positive behaviour</li> <li>• Ignoring inappropriate behaviour</li> <li>• Giving clear directions to student</li> <li>• Prompts (verbal and non-verbal)</li> <li>• Cueing</li> <li>• Reminder of class / playground expectations.</li> </ul>
<b>Frequent ( several times in a session or lunch time) And Low Level inappropriate behaviour</b>	<b>Teacher Responses may include:</b> <ul style="list-style-type: none"> <li>• Any or all of the above strategies</li> <li>• Removal to alternate position in room or playground to reduce distraction or behaviour</li> <li>• Restitution (make up missed work)</li> <li>• Modification of task set</li> </ul>
<b>Persistent (ongoing) And Low Level inappropriate behaviour</b>	<b>Teacher Responses may include:</b> <ul style="list-style-type: none"> <li>• Strategies listed above.</li> <li>• Removal to Buddy Class</li> <li>• Playtime detention</li> <li>• Restitution (make up missed work, verbal or written apology)</li> </ul>
<b>Persistent (ongoing) And / Or Medium Level inappropriate behaviour</b>	<b>Teacher Responses may include:</b> <ul style="list-style-type: none"> <li>• Strategies listed above</li> <li>• Parent interview/ notification</li> <li>• Loss of privileges and responsibilities</li> <li>• After school detention</li> <li>• Administration advised</li> <li>• Lunch time behaviour card</li> </ul>
<b>Infrequent (isolated) And /Or persistent High Level inappropriate behaviour</b>	<b>Teacher Responses may include</b> <ul style="list-style-type: none"> <li>• Strategies listed above</li> <li>• Implementation of recommendations of individual behaviour support plans.</li> </ul> <b>Administration Responses may include</b> <ul style="list-style-type: none"> <li>• In-school withdrawal</li> <li>• After school detention</li> <li>• Parent interview</li> <li>• Liaison with Special Needs committee, AVT Behaviour or Guidance Officer.</li> <li>• Individual behaviour support plan</li> <li>• Referral to and liaison with appropriate community agency</li> <li>• B.I.C option (Behaviour Improvement Conditions)</li> <li>• Suspension in line with EQ Policy SM-16</li> </ul> <b>(Student Disciplinary Absences)</b>
<b>Infrequent (isolated) And /Or Extreme Level inappropriate behaviour</b>	<b>Teacher Responses may include:</b> <ul style="list-style-type: none"> <li>• Strategies listed above</li> </ul> <b>Administration Responses may include</b> <ul style="list-style-type: none"> <li>• Strategies listed above</li> <li>• Contacting police.</li> <li>• Recommendation for exclusion in line with EQ Policy SMS-PR -021</li> </ul>



## The Code of School Behaviour

Better Behaviour  
Better Learning

The following are examples of unacceptable behaviours, this is not an exhaustive list.

Inside	Outside
<p><b>Minor</b></p> <ul style="list-style-type: none"> <li>• Accidental swearing</li> <li>• Not listening</li> <li>• Talking at inappropriate times</li> <li>• Out of seats</li> <li>• Silly noises / distracting others</li> <li>• Sulkiness</li> <li>• Off task behaviours</li> <li>• Fidgeting</li> <li>• Dress Standard</li> <li>• Breach of uniform policy</li> <li>• Homework incomplete</li> <li>• Rocking on chairs</li> <li>• Untidy work</li> <li>• Failing to line up appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Accidental swearing</li> <li>• Water fights</li> <li>• Tuckshop misbehaviour</li> <li>• Answering back</li> <li>• Running on cement</li> <li>• Littering</li> <li>• Out of bounds</li> <li>• Lateness</li> <li>• Not hats / shoes</li> <li>• Inappropriate toys</li> <li>• Playing with sticks.</li> </ul>
<p><b>Medium</b></p> <ul style="list-style-type: none"> <li>• Persistent low levels inappropriate behaviour</li> <li>• Petty Thieving</li> <li>• Answering back / arguing</li> <li>• Impertinence</li> <li>• Annoying others</li> <li>• Tantrums</li> <li>• Lying</li> <li>• Rude gestures</li> <li>• Throwing things</li> <li>• Teasing</li> <li>• Excessive noise</li> <li>• Entering classroom without permission</li> <li>• Swearing at/ with peers</li> <li>• Minor bullying, including cyber bullying</li> <li>• Breach of the ICT agreement</li> </ul>	<ul style="list-style-type: none"> <li>• Persistent low level behaviours</li> <li>• Verbal fighting</li> <li>• Impertinence</li> <li>• Rude gestures</li> <li>• Running away from teacher</li> <li>• Playing in toilets</li> <li>• Riding bikes in school grounds</li> <li>• Throwing objects</li> </ul>
<p><b>Major</b></p> <ul style="list-style-type: none"> <li>• Persistent medium levels of inappropriate behaviours</li> <li>• Persistent answering back and arguing</li> <li>• Violence</li> <li>• Truancy</li> <li>• Running away from school</li> <li>• Major thieving</li> <li>• Continued refusal/ defiance / insolence</li> <li>• Serious graffiti</li> <li>• Smoking</li> <li>• Teacher harassment</li> <li>• Abusive swearing</li> <li>• Deliberate destructive behaviour</li> <li>• Constant bullying/ including cyber bullying</li> <li>• Serious Breach of ICT agreement</li> </ul>	<ul style="list-style-type: none"> <li>• Persistent medium level behaviours</li> <li>• Abusive swearing toward other students</li> <li>• Physical fighting</li> <li>• Consistent bullying, including cyber bullying.</li> <li>• Deliberate destructive behaviour</li> <li>• Running away from school</li> <li>• Truancy</li> <li>• Gross toilet behaviour</li> <li>• Weapons</li> <li>• Serious graffiti</li> <li>• Smoking</li> <li>• Teacher harassment</li> </ul>
<p><b>Major /Extreme</b></p> <ul style="list-style-type: none"> <li>• Persistent high level inappropriate behaviours</li> <li>• Abusive swearing towards an adult and other community members.</li> <li>• Possession of a weapon such as a knife.</li> <li>• Possession of alcohol or illegal substances</li> <li>• Severe intimidating/ threatening behaviour</li> <li>• Possession of pornographic material</li> <li>• Violence resulting in injury.</li> </ul>	

## 7. Network of student support

Should the need arise, a broad range of supplementary support services exist as options that may assist in the management of a student's behaviour. These agencies and/or personnel operate in a consultative and/or interventionist basis to provide support and skills to both the student and the student's family and teachers



where necessary. Usually a strict referral process exists to ensure that services are directed to students most in need

**Agencies or Personnel able to be accessed include-**

AGENCY/PERSONNEL	ROLE
Guidance Officer	<ul style="list-style-type: none"> <li>Assists students with behavioural needs, social skills instruction, assessment, diagnosis, counselling</li> </ul>
Advisory Visiting Teacher for Behaviour Adjustment (A.V.T.)	<ul style="list-style-type: none"> <li>Provides consultative services and support for school personnel in order to provide services for children and families with behaviour and adjustment difficulties</li> <li>Trains parent/student in Behaviour Management Strategies</li> </ul>
Alternative Education Setting <sup>^</sup>	<ul style="list-style-type: none"> <li>Alternate education centre for students with high behaviour support needs.</li> </ul>
Department of Families and Communities	<ul style="list-style-type: none"> <li>Provide intervention and support services for families</li> </ul>
Juvenile Aid Bureau (J.A.B.)	<ul style="list-style-type: none"> <li>Provide intervention and/or support services in extreme cases and/or emergencies that go beyond the school's jurisdiction</li> </ul>
Various Support Groups	<ul style="list-style-type: none"> <li>Run proactive workshops for whole classes of student eg drama workshops re bullying, conflict resolution, anger management etc</li> </ul>

## The Code of School Behaviour

Better Behaviour  
Better Learning

### 8. Consideration of individual circumstances

This responsible behaviour plan acknowledges that individual circumstances and actions of a student must be looked at in context. The plan aims to maximise the educational outcomes and recognize the diverse needs of all students, while protecting the safety and rights of all in our community.

Some factors that may influence a decision include

- Age of 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 concern.
- Students with disabilities
- Cultural background
- Family circumstances

### 9. Related legislation

- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2006](#)
- [Criminal Code Act 1899](#)
- [Anti-Discrimination Act 1991](#)
- [Commission for Children and Young People and Child Guardian Act 2000](#)
- [Judicial Review Act 1991](#)
- [Workplace Health and Safety Act 2011](#)
- [Workplace Health and Safety Regulation 2011](#)
- [Right to Information Act 2009](#)
- [Information Privacy \(IP\) Act 2009](#)

### 10. Related departmental procedures

- [Safe, Supportive and Disciplined School Environment](#)
- [Inclusive Education](#)
- [Enrolment in State Primary, Secondary and Special Schools](#)
- [Student Dress Code](#)
- [Student Protection](#)
- [Hostile People on School Premises, Wilful Disturbance and Trespass](#)



# The Code of School Behaviour

Better Behaviour  
Better Learning

- [Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions](#)
- [Acceptable Use of the Department's Information, Communication and Technology \(ICT\) Network and Systems](#)
- [Managing Electronic Identities and Identity Management](#)
- [Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)
- [Temporary Removal of Student Property by School Staff](#)

## 11. Some related resources

- [National Safe Schools Framework](#)
- [National Safe Schools Framework Resource Manual](#)
- [Working Together resources for schools](#)
- [Cybersafety and schools resources](#)
- [Bullying. No way!](#)
- [Take a Stand Together](#)

### Endorsement

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Principal

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P&C President or  
Chair, School Council

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Principal's Supervisor

Date effective:

from January 2013      to December 2016



## The Code of School Behaviour

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Appendices

### Appendix 1 The Use of Personal Technology Devices\* at School

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

#### **Certain Personal Technology Devices Banned From School**

Students must not bring valuable personal technology devices like cameras, digital video cameras or 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.

#### **Confiscation**

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

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

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

#### **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 Springwood Road 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.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

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

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

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

#### **Text communication**

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



## The Code of School Behaviour

Better Behaviour  
Better Learning

### **Assumption of cheating**

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

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

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

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

### **Special Circumstances Arrangement**

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

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



## The Code of School Behaviour

Better Behaviour  
Better Learning

## Appendix 2

### Procedures for Preventing and Responding to Incidents of Bullying (including Cyber bullying)

#### Purpose

1. Springwood Road strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
  - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
  - raising achievement and attendance
  - promoting equality and diversity and
  - ensuring the safety and well-being of all members of the school community.
2. There is no place for bullying in Springwood Road. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.
3. Bullying behaviours that will not be tolerated at Springwood Road include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.
4. Bullying may be related to:
  - race, religion or culture
  - disability
  - appearance or health conditions
  - sexual orientation
  - sexist or sexual language
  - young carers or children in care.
5. At Springwood Road there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

#### Rationale

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.
7. The anti-bullying procedures at Springwood Road are an addition to our already research-validated schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

#### Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school wide universal behaviour support practices will be maintained at all times. This will ensure that:
  - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
  - All students know the school rules and have been taught the expected behaviours attached to each rule in all areas of the school
  - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
  - School values are a focus each fortnight, lessons are taught, discussions are held and students are rewarded for exhibiting behaviours that match our values.



## The Code of School Behaviour

Better Behaviour  
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- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.
- Springwood Road has proactive programs – Fun Friends, High Five and Healthy Relationship that teach strategies to deal with bullying incidents.
- Springwood Road acts on student and parent concerns about bullying.



## The Code of School Behaviour

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# SPRINGWOOD ROAD STATE SCHOOL

## Acceptable Behaviours

**We are Safe.**  
**We are Learners.**  
**We are Cooperative**  
**We are Respectful.**  
**We are Responsible**

**These Rules of Conduct will be reinforced continuously on school assembly and discussed regularly in the classroom. Non-compliance of these rules will NOT be tolerated and will result in consequences. Acceptance of rules depends not only on one's knowledge of them but an understanding of, and empathy for, the need for that rule. Listed below is a breakdown of rules to assist in further understanding of acceptable behaviour at Springwood Road.**

### SAFETY RULES

We will ensure we will

- Be on school premises only during the hours of 8:00am to 3:00pm unless permission has been granted to the contrary
- Be in the correct area at the correct time
- Walk on concrete paths and in the undercover areas
- Leave sticks, stones, sand, gum nuts etc on the ground
- Stay away from fences and designated out of bounds areas
- Climb only on designated apparatus
- Never talk to strangers **and always** report strangers to staff
- Use only tennis balls in covered areas
- Only ride a bicycle to and from school with a knowledge of bicycle road rules and wearing an appropriate helmet
- Not ride any wheeled recreational device in the school grounds
- Maintain personal hygiene
- Wear the broad brimmed school hat (NO hat=NO play - even in under-covered areas) during all outdoor activities (eg play time, outside eating areas)
- Comply with our school's dress rules
- Not tackle or play other games that involve pulling to the ground or deliberate hitting with a ball eg Red Rover, Brandy, Rugby League or other tackle football (unless supervised by qualified instructors),

### RULES OF LEARNING

We will ensure we will

- Attend school every day possible.
- Present our best effort always.
- Come to school prepared for learning.

### CO-OPERATING RULES

We will ensure we will

- Follow our classroom rules
- Stand/sit quietly on Assembly and when in line
- Walk between classrooms quietly and without delay
- Follow eating and play rules
- Be on time
- Never bully, frighten or hurt other people
- Use conflict resolution to solve problems
- Be kind and polite to others

### RULES OF RESPECT & RESPONSIBILITY

We will ensure we will

- Use polite, non-offensive language, body language and gestures
- Use good manners and display courteous behaviour at all times
- Follow staff instructions
- Leave other people's property alone as any damage will be unacceptable
- Always ask permission to use property of others, return it promptly and in the same condition in which it was loaned
- Take care of school physical and natural environment as any damage will be unacceptable
- Not annoy or touch property of neighbours of our school
- Put rubbish in the bin and show we care about others and the environment by not littering the school



## The Code of School Behaviour

Better Behaviour  
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# SPRINGWOOD ROAD STATE SCHOOL CODE OF ACCEPTABLE BEHAVIOURS

## RULES OF CONDUCT *continued*

### UNIFORM RULES

# Springwood Road State School

## UNIFORM RULES

At Springwood Road State School we believe that wearing the correct uniform demonstrates a respect for the school and school rules, promotes a sense of belonging and pride in appearance. Uniforms also help decrease incidents of bullying as all children are seen to be equal.

### BOYS

- \* School Polo style shirt with SRSS logo (Royal blue with white and gold stripe)
- \* Blue Year 7 Polo style shirt is optional in Year 7 only
- \* Royal blue shorts
- \* Yr 5-7 Blue/gold polo sports shirt

### GIRLS

- \* School Polo style shirt with SRSS logo (Royal blue with white and gold stripe)
- \* Royal blue Year 7 Polo style shirt is optional in Year 7 only
- \* Royal blue shorts, culottes, or skort.
- \* Blue-check dress
- \* Yr 5-7 Blue/gold polo sports shirt

### ALL STUDENTS

Reversible royal blue hat with SRSS logo and sports house colour.  
Black soft soled laced or Velcro closed in shoes with white socks.  
Royal blue and gold zippered Taslon top with SRSS logo **or**  
Royal blue rugby style jersey with SRSS logo **or**  
Royal blue track top (as required)  
Royal blue track pants (as required)

#### **For health and safety purposes**

- Jewellery WILL ONLY BE wrist watch, ONE small sleeper or stud worn in each ear lobe, medical bracelet or appropriate religious items when requested in writing and approved by the Principal.
- No facial or body piercings
- Hair should be well groomed and out of eyes, of a natural colour and style. Shoulder length hair must be tied back with gold, royal blue, white or black hairbands. All other hair accessories must be plain and royal blue or gold. No extreme, flamboyant or unusual styles are accepted (including but not limited to: dreadlocks, Mohawks, highly gelled spikes and tracks).
- Make-up and nail polish are not acceptable.