



The Code of School Behaviour

Better Behaviour
Better Learning



Berserker Street State School

Responsible Behaviour Plan for Students

1. Purpose

Berserker Street State School is a school of approximately 500 students from a range of diverse backgrounds. We are an inclusive school, welcoming all students from our local community, including students with disabilities and complex needs.

At Berserker we have strong School Improvement Agenda which focuses on outstanding literacy and numeracy outcomes. We therefore work hard to provide a curriculum which is delivered through consistent, excellent pedagogies.

In order to achieve this we have developed this Responsible Behaviour Plan for students to ensure every child is able to take responsibility for their behaviour, and all children are able to learn in a safe and supportive environment. We are committed to providing this respectful, safe and disciplined learning environment for students and staff, so students have opportunities to engage in effective quality learning experiences and acquire values supportive of their lifelong wellbeing.

2. Consultation and data review

The Berserker Street State School Responsible Behaviour Plan was developed following broad consultation with the school community. This originally occurred through survey distribution, community meetings, staff and student consultation. The Responsible Behaviour Plan has been reviewed and refined several times since it was first published in 2009. These reviews have been informed by consultation with the P&C, analysis of school data relating to attendance, absenteeism, behaviour and school disciplinary absences. A school behaviour audit and full school review have also informed this process. This version of the Responsible Behaviour Plan for Students is the result of this ongoing process of review and data analysis. It is available to all families and staff via our website and is provided in hardcopy to all new families enrolling in the school.

3. Learning and behaviour statement

Berserker Street State School aims to equip our diverse range of learners with literacy, numeracy and life skills through instruction, which is intellectually rich and connected to the real world. Through high expectations, engaged learning and focused teaching, we aim to develop students into life-long learners who can:

- think create
- communicate
- participate
- reflect
- understand

Supportive School Environment

At Berserker Street State School, we believe that the most effective strategies for promoting good behaviour exist in the classrooms of the school where positive



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relationships are developed amongst the teacher and students.

In addition, the absolutely essential component for achieving good school citizenship is a productive and supportive home/school partnership. If children display inappropriate behaviour a supportive team approach involving the teacher, parent/carers, Principal or Deputy Principal, the student, as well as other relevant personnel as required.

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

Universal behaviour support

Berserker Street State School has the following expectations of all classes from Preparatory Year to Year Seven (as articulated in the Values Education Pack):

- Negotiation of classroom rules consistent with the School Rules and Values
- Provision of relevant, connected, engaging curriculum
- Implementation of effective learning and teaching strategies
- Building rapport with students and parents to promote a positive school climate
- Working collaboratively with other school staff members to create supportive programs and processes
- Creation of a safe, supportive and caring classroom environment
- Acknowledgement of positive behaviour through Student of the Week awards, leadership roles in the classroom, Student Councillors, elected Leadership positions, positive communication with parents through notes and newsletter and verbal encouragement
- Record of positive behaviours and parent contact in One School application

In addition, Berserker Street State School implements the following programs and approaches to promote appropriate school-wide behaviour.

- 1) **Virtues Program:** Whole school active teaching program focusing on development of a culture of respect, patience, self-discipline, tolerance and joy. Program focuses on understanding, recognising and modelling each weekly virtue.
- 2) **Spot-On's:** Liberally applied rewards program for students who display appropriate behaviour and work ethics in and out of the classroom.
- 3) **School Approaches to Bullying:** Whole school Bullying Policy (see appendix) focusing on prevention and immediate management of any bullying incidents within the school
- 4) **Skills for growing, skills for adolescence:** citizenship program, bringing together educators, students and community members to teach self discipline, responsibility, good judgement and social skills

For more information on these programs please refer to Berserker Street State Schools Values Education pack.



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Targeted behaviour support

School Sport ~ Teaching appropriate behaviours and specific sporting skills to students through participation in a sport/social skills program

Student of the Week ~ Each week students are nominated from each class to

Spot-on Awards ~ Issued liberally and frequently for positive behaviour, school work and students demonstrating the virtue of the week.

Individual support ~ For some students, frequency or severity of negative behaviour places them at educational risk. These students have increased daily opportunities to receive additional support and positive contact from adults, with adjustments to educational programs where required. If these adjustments are not successful students may move to an intensive case management program.

Intensive behaviour support

Case Management processes: ~ Where an individual student demonstrates complex behavioural and/or social/emotional needs, Berserker Street State School will implement an intensive case management approach, coordinated by our full-time wellness centre coordinator / Guidance Officer. Case Management draws together intensive support from school based and external personnel as well as additional in-class support and a fully individualised educational program. Previous experience shows a 98% success rate of this process which may follow formal school disciplinary absences where behaviour has warranted the application of this strategy.

Dealing with violence ~ All members of the Berserker Street State school community have the right to feel safe and their property respected. Any instances of violence towards persons or property must be reported to an administrator. All instances of violence will be thoroughly investigated with Stage Three or Four strategies applied to all identified perpetrators. Where appropriate, violent offenders will be referred through the Wellness Centre for intensive support and re-education.

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, and sarcasm).

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



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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).





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

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.

Lock-down and/or Evacuation ~ Whole school critical incidents may require the implementation of the BSSS lock-down and/or evacuation policies. These processes and policies are clearly published in every room for all members of the school community.

6. Consequences for unacceptable behaviour

Berserker Street State School makes systematic efforts to prevent problem students' behaviour by teaching and reinforcing expected behaviours on an ongoing basis. We seek to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. All major and persistent behaviour instances are recorded in OneSchool (see Appendix). The nature and severity of each individual case determines which stage and strategy is appropriate when managing these behaviours.

Stage One	Official warning, counselling/mediation, parents may be contacted
Stage Two	Referral to administration, withdrawal of rights (eg lunchtime or excursion), parents to be involved. Entry into OneSchool application.
Stage Three	In-school suspension under supervision of an administrator, parents to be involved, further counselling may be offered. Case is managed by Administrator in OneSchool application.



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Stage Four

Suspension / Behaviour Management Condition / Exclusion

In stage 4 there is parental involvement, and a re-entry procedure. Counselling and risk management may be conditions of re-entry. Each case is managed by an Administrator or staff member appointed by the Principal. The Principal may issue a proposal to exclude or a recommendation to exclude. In the case of exclusion, a regional Case Manager is appointed.

School Disciplinary Absences ~ The Principal has the responsibility to suspend or propose to exclude students who seriously infringe on the rights of other members of the school community. Prior to suspension or exclusion the principal will seek relevant/expert advice from staff members, including the classroom teacher, Guidance Officer and other administrators as required.

The principal may suspend a student for:

- (1) up to and including 5 school days, or
- (2) 6-20 days with an alternative education program.

In cases of serious misbehaviour the Principal may recommend exclusion with or without previous suspension.

In cases where student behaviour warrants grounds for exclusion A *Behaviour Improvement Condition* may be an option to be used ie: if the student's disobedience, misconduct or other conduct is so serious that suspension of the student from the school or schools is inadequate to deal with the behaviour. A *Behaviour Improvement Condition* requires the student to undertake a behaviour management program arranged by the school's principal. The program must be:

reasonably appropriate to the challenging behaviour

conducted by an appropriately qualified person

designed to help the student not to re-engage in the challenging behaviour.

Inappropriate behaviour which may result in suspension or a proposal/recommendation for exclusion from Berserker Street State School includes any serious and/or persistent breach of the Responsible Behaviour Plan include, but are not limited to:

- **Persistent Non-compliance** (examples include disruptive behaviour, refusing to follow instructions/directions, absence from classes, non-cooperation, breach of behaviour plan, lying etc)
- **Physical Aggression / Assault** (including hitting, kicking, punching, throwing objects at, physically threatening/intimidating other students, staff or other members of the school community etc.)
- **Verbal Aggression / Abuse** (offensive and/or threatening language which may be in verbal, written or electronic forms)
- **Bullying / Harassment** (including racial, sexual, against disability, gender or religion, intimidation, cyberbullying etc)
- **Substance Abuse** (including possessing, using or distributing cigarettes, alcohol, or any other form of prohibited drug, substance sniffing etc)
- **Indecent behaviour** (including exposure, sexual intercourse, simulated sexual intercourse, possession and or supply of offensive materials, print, pictures, drawings etc)
- **Other unlawful behaviour** (including vandalism, break and enter, theft, possession of a weapon etc [please refer to appendix J for specific policy relating to knives at school])

All Suspensions/Exclusions are implemented in line with Education Queensland Policy for Student Disciplinary Absences. (refer SMS-PR-021: Safe, Supportive

and Disciplined School Environment)

Dealing with Bullying ~ Bullying refers to deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. There are three main types of bullying:

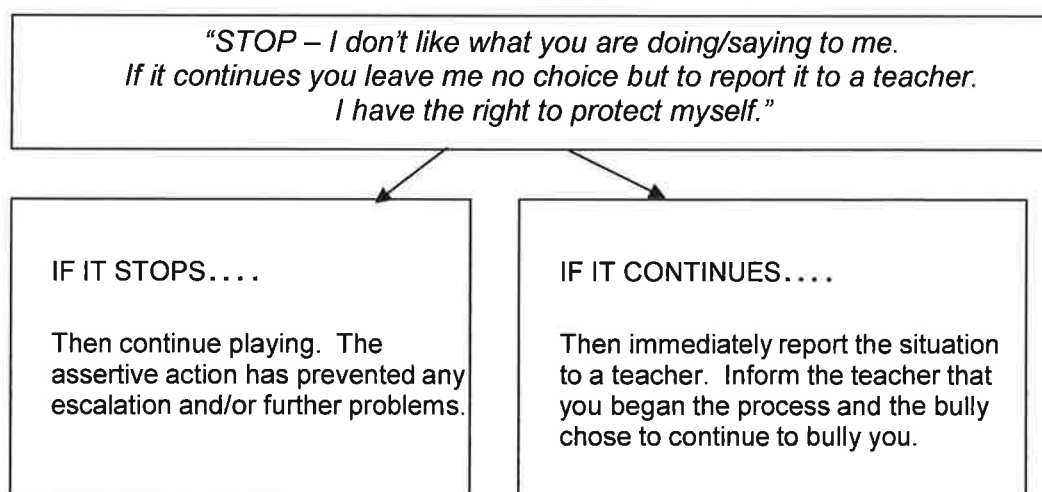
physical attacks (hitting, kicking, sexual assault, theft);
verbal attacks (name calling, racist comments, offensive remarks, ridicule);
indirect bullying (spreading rumours, explicit ostracism from social groups).

Students may chose to use technology to perpetrate bullying offences (known as "cyber-bullying").

If bullying is suspected or reported, the member of staff who has witnessed the incident/been approached, should ensure the student's safety and deal with the incident immediately. A clear account of the incident should be recorded in OneSchool and flagged for an administrator.

Where appropriate, the principal or deputy principal should interview all concerned and make additions to the OneSchool incident record. Relevant consequences will be implemented following thorough investigation. Key stakeholders such as teachers, parents and the victim of bullying should be informed of the school response, whilst still respecting the confidentiality of the perpetrator.

Berserker Street State School Bullying Response Process ~ The moment an individual feels that they are being bullied (unwelcomed verbal, and or physical attention) they are strongly encouraged to follow this process:





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The teacher is to investigate the situation. The complaint and the consequences must be recorded in the OneSchool application. Anti-bullying strategies are taught throughout the school with specific reference to the 'Bullying Posters'.

Dealing with Drugs ~ Should students find themselves in a smoking/alcohol/drug use situation at school, parents will be contacted immediately. Depending on the nature and severity of the offence responses will range from counselling to suspension/exclusion.

Dealing with cyber-bullying and inappropriate online communication ~ (hurtful behaviour that is transmitted via an electronic device including, but is not limited to, portable gaming devices, computers, iPads, cameras, phones, online social networks (Facebook, Twitter, chatrooms etc). The sending of electronic 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. *(Please refer to Appendix C for further information about the use of these devices at school).* Where inappropriate online behaviour leads to behaviours at school that affect the good order and management of the school, these will be dealt with in accordance with the Responsible Behaviour Plan for Students.

Dealing with Vandalism ~ Where a student or students have been involved in the act of vandalism, a brief report of known facts must be presented to an administrator for investigation. The findings of the investigation and consequences must be recorded in OneSchool. Consequences given to the perpetrator/s will be determined by the nature and severity of the incident. Consequences may include counselling, community service to the school and or suspension or exclusion. Parents/caregivers of the perpetrators will be informed of any incidents of vandalism and the consequences of the act.

Dealing with Truancy ~ Where a student's pattern of unauthorised absences exceeds 5 days, the school will notify the parents of the absences and, offer support to the family in particular, actively consider programs which may re-engage and suit the needs of the student. Where the circumstances give rise to a reasonable suspicion of harm to the child, the Principal will notify the Department of Child Safety.

7. Network of student support

Support for students being guided to take responsibility for their behaviour is crucial. At Berserker Street State School, a wide range of support personnel may be involved with individual students. These may include (but are not limited to):

- Parents
- Classroom or buddy teacher
- Wellness centre coordinator – Full-time Guidance Officer
- Head of Special Education
- External Agencies eg. Centacare, Anglicare Counsellors
- Department of Child Safety Case Manager
- Principal
- Deputy Principal
- School support staff eg. Specialized teacher aides
- School Chaplain



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Behaviour Specialists
Positive Learning Centre staff
Trained non-violent crisis mediator
Intensive Case Management by trained staff member

8. Consideration of individual circumstances

Natural Justice and Application of Consequences

Consequences for breaking the rules or breaching the code of behaviour vary according to a number of factors which may include:

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

Note: Process of natural justice must be observed. If anyone believes they have been unfairly treated there are procedures to be followed to resolve the matter. In the first instance, students should explain their view to the teacher or staff member in a polite and respectful manner.

If the student still believes they have not received fair treatment, they should put their case to another adult (parent, other staff member such as the Guidance Officer or school administrator) for further review with those involved. The final decision-maker is the Principal. In the case of an extended suspension or recommendation to exclude a student, an appeal process is available via the Executive Director of Schools.

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 policies

- Statement of expectations for a disciplined school environment policy
- 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



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- 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

www.ncab.nssbestpractice.org.au/resources/resources.shtml

Working Together resources for schools

Cybersafety and schools resources

<https://www.qld.gov.au/education/schools/health/cybersafety>

Bullying. No Way!

www.bullyingnoway.com.au

Take a stand Together

www.takeastandtogether.gov.au

Safe Schools Hub

www.education.gov.au/safe-schools-hub-0

Endorsement

Principal

P&C President

Revised and endorsed on 31st January 2018



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Appendix A SCHOOL RULES

Safe Schools

In our school and classrooms, we keep ourselves and others safe by managing our conflict without physical or verbal abuse or violence.

Manage issues with others by following these steps:

- Say "Stop! I don't like it"
- Tell a teacher if the behaviour does not stop
- Tell the office if the problem is not solved.

Use only kind words and kind hands

"Hands Off! Feet Off!" Fighting and rough play are not permitted.

Sticks and stones stay on the ground

If an adult tells you to do something, you do it unless it isn't safe. If it isn't safe, tell the office immediately.

Be in your proper place at all times.

A Culture That Promotes Learning

In our school and classrooms, we stay on task and support the learning of others. We treat each other, property and the environment with respect.

Participate fully in your educational program

Wear your school uniform with pride

Care for other's property and our environment



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Appendix B - CODES OF BEHAVIOUR



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Appendix B - CODES OF BEHAVIOUR	
RIGHTS	RESPONSIBILITIES
STAFF	STAFF
<p>Have a right to:</p> <ul style="list-style-type: none"> Be free from discrimination: Anti – Discrimination Act 1991 Racial Discrimination Act 1975 Sex Discrimination Act 1984 Human Right and Equal Opportunity Commission Act 1986; Have reasonable requests carried out promptly; Be free from verbal/physical threat or abuse; Be respected by students and other members of the school community Be free from intimidation, put-downs and bullying; Have his/her property respected; Work in a safe, healthy and pleasant environment. 	<p>Have a responsibility to:</p> <ul style="list-style-type: none"> Observe the Education Queensland Code of Conduct For teachers they should also abide by The Board of Teacher Registration Code of Ethics, and the Queensland Teachers' Union Code of Ethics To organise and conduct classes/groups in an orderly manner Treat students and other members of the school community with respect and care; Prepare lessons and units suitable to the abilities and interests of the students in accordance with departmental guidelines; Teach to the best of their ability; Seek to incorporate developments in learning and teaching into their programs; Be punctual; Follow agreed school/departmental procedures.
STUDENTS	STUDENTS
<p>Have a right to:</p> <ul style="list-style-type: none"> Be free from discrimination Anti – Discrimination Act 1991 Racial Discrimination Act 1975 Sex Discrimination Act 1984 Human Rights and Equal Opportunity Commission Act 1986; Learn in a pleasant, healthy and safe environment; Be free from threat/verbal abuse; Expect his/her property to be safe; Be free from physical abuse; Be free from put – downs, intimidation's and bullying; Be respected by other students, teachers and other staff. 	<p>Have a responsibility to:</p> <ul style="list-style-type: none"> Learn to the best of their abilities; Respect the rights of other students to learn; Cooperate with teachers and members of the school community; Be prepared for class; Respect and protect others' rights to the same participation and enjoyment; Care for the school environment; Avoid unhealthy and dangerous practices; Behave in ways that reflect well on their school; Attend all classes on time; Use common courtesies when addressing others; Respect the rights and property of others; Adhere to safety regulations.
PARENTS	PARENTS
<p>Have a right to:</p> <ul style="list-style-type: none"> Be free from discrimination Anti – Discrimination Act 1991 Racial Discrimination Act 1975 Sex Discrimination Act 1984 Human Rights and Equal Opportunity Commission Act 1986; Free from physical threat and/or verbal abuse; Be respected by students, teachers and other community members; Be able to work (voluntary) in a safe healthy, pleasant environment; Be supported when seeking reasonable requests from teachers/.school community; Have confidentiality reassured in all areas; Have access to school/Departmental policies, procedures and programs. 	<p>Have the responsibility to:</p> <ul style="list-style-type: none"> Work in partnership with school staff to achieve the best possible outcomes for their children students Respect the rights of everyone as detailed in the Acts; Observe relevant codes of conduct eg parent involvement in school sport Show respect for others Maintain confidentiality according to Departmental guidelines in respect of staff/students/parents; Support the school/Departmental policies, procedures and programs and Code of Conduct.



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Appendix C – Use of Personal Technology Devices* at School

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

Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. In the case where a student is in breach of this rule devices will be confiscated and stored in the school office. In cases where students are required to have such a device in their possession, the device may be stored at the office without penalty. Breaches of this prohibition may result in disciplinary action.

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.

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.

Recording of events within the school is not permitted unless express consent is provided by the Principal or Class Teacher. We uphold the value of trust and the right to privacy at Berserker Street State School. Students using personal technology devices to record and/or disseminate images of staff and/or students builds a culture of distrust and disharmony and should not occur.

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying¹ or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:
recording; and/or

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



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

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

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

Text communication

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

Assumption of cheating

Staff will assume students in possession of such electronic 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.*



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Appendix D Bullying Information and Support

Education Queensland's policy on Child protection defines *bullying* as:

"Bullying is repeated oppression, psychological or physical, of a less powerful person by a more powerful person or group of persons. (Rigby 1996:15)"

Statements about "Bullying"

- Bullying happens until it is stopped
- Bullying can happen to anyone
- Bullying can be by one person or many people
- Bullying can happen anywhere

Bullying can include:

- name-calling
- deliberately leaving someone out
- teasing
- physical violence
- making people feel frightened
- putting people down
- taking money, food or property by threat

If you are being bullied what can you do?

- Get help – don't keep it a secret
- Avoid the bully
- Be with other friendly people
- Find safe refuges

Violence is not the answer!

If you know someone is being bullied, how can you help?

- Be a friend
- Listen
- Be a mediator
- Talk to someone who can help

Why do people bully?

- To pretend they are tough
- To try to get others to like them
- To hide their own fears
- They copy others who bully
- They are unhappy
- They don't like who they are

How does bullying make you feel?

Depressed, alone, tired, sick, sad, scared, confused, nervous, angry, worried, embarrassed, wanting to stay at home

Take action against bullying. Continue to get help until it is stopped. Help can come from your parents, teachers and other school staff.

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



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2. Bullying behaviours that will not be tolerated at this school 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.
3. 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; or general prejudices
4. 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. Our anti-bullying procedures involve teaching the entire school a set of safe and effective response to bullying, in such a way that those who bully are not socially reinforced for demonstrating it.
5. The anti-bullying procedures at Berserker Street State School include all students are being explicitly taught the expected school behaviours.
6. 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
 - 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.
7. All classrooms actively teach core virtues and display bullying information and support.
8. Core lessons taught in classrooms include instruction on how to deal with bullying incidents, and how to approach adults.
9. Berserker Street State School uses behavioural data for decision-making. This data is entered into our OneSchool database as serious incidents occur and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.



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Appendix E Innapropriate Behaviours

Innapropriate Behaviour is the violation of the school's core values, pedagogical principles or school rules.

Innapropriate Behaviours include but not restricted to... (underlined behaviours from OneSchool, bulleted behaviours are examples)	Consequences & Follow-Up (as in OneSchool)
<p><u>Academic Infringement</u> Plagiarism / cheating</p> <p><u>Anti-social Behaviour</u> Indecent Behaviour e.g. of a sexual nature</p> <p><u>Avoidance Behaviour</u> Work Avoidance e.g. class work, homework Fractional Truancy e.g. missing from class</p> <p><u>Bullying/Harassment</u> hurtful actions over period of time actions against race, disability, gender, religion Cyberbullying e.g. bullying via email, chats, texts</p> <p><u>IT Abuse</u> IT Misuse e.g. sharing passwords, hardware misuse</p> <p><u>Non-compliance</u> Disruptive Behaviour Lying Repeated Out-Of-Bounds infringements Dress Code Violation e.g. incorrect uniform, incorrect jewellery Breach of Behaviour Plan</p> <p><u>Physical Aggression</u> Fighting Pushing Kicking Aggression with objects/equipment</p> <p><u>Serious Misdemeanour</u> Truancy Theft Possession of Weapon</p> <p><u>Substance Abuse</u> Substance Abuse e.g. possessing, using or distributing</p> <p><u>Vandalism</u></p> <p><u>Verbal Aggression</u> Threatening, intimidating, teasing, name-calling Offensive Language e.g. swearing</p> <p><u>Other</u> Transport Misbehaviour e.g. bus, car, bicycle misbehaviour Unsafe Play</p>	<p><u>Strategies</u> Natural Consequences Restorative Justice Apology Community Service Contract Disable Login Formal Warning Parent Contact Parent Interview Redirection Restitution Withdrawal from Play Withdrawal to Administration Behaviour Log</p> <p><u>Follow-Up Consequences</u> (may also include strategies above) In-school suspension Suspension (1-5) Suspension (6-20) Behaviour Improvement Condition Recommendation for Exclusion</p> <p><u>Support & Intervention</u> Counselling Mediation Alternative Program Peer / Buddy Support Change Class Case Conference Individual Behaviour Support Plan STLD Support Children In Care Funding Social Skills Program Alternative Play Arrangement Modified Timetable</p>



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Appendix F OneSchool & Related Policy

The OneSchool program is concerned with delivering a comprehensive, flexible and sustainable information management system that will meet the future needs of the Department and schools. The Behaviour Support component of the program allows schools to record positive behaviours, record behaviour incidents and manage behaviour incidents.

All school staff members who are to have access to the OneSchool application will be required to electronically accept conditions surrounding confidentiality of student data when they apply for their security level to the system. To ensure confidentiality and data security, all staff must observe:

Principle 5.3.3 of the "Code Of Conduct"

ICT-PR-004: Using the Department's Corporate ICT Network

IFM-PR-006: Maintaining the Security of Department Information and Systems

From Policy...	Implication
Code Of Conduct... <i>"Networks such as the Intranet and its connections to the Internet represent a potential risk to the integrity of the Department and the security of its computer systems. For example, unauthorised access and use of confidential information can severely damage the reputation of the Department and its officials, undermine personal privacy and expose the Department to costly litigation."</i>	Ensure data is entered privately i.e. away from other eyes Shut down, log off or lock your computer before leaving the computer
Code of Conduct... <i>"You may not share your password/s with another person, share another person's password/s, or record password/s where they may be found by others."</i>	Do not share your password with any other person Do not log on for another person using your password
Code of Conduct... <i>"Electronic messages, telephone and facsimile bills, and electronic files are subject to record keeping, archiving, freedom-of-information (FOI) requests, and audit requirements."</i> IFM-PR-006... <i>"...staff responsible for the operation of information systems safeguard the accuracy, completeness and security of information"</i> ICT-PR-004... <i>"...safe and secure access and usage of the departmental ICT network by students, school and departmental staff... the policy provides guidance for the publishing of information via the intranet, extranet or internet and the connection of private devices to the departmental network."</i>	Ensure behaviour entries are factual Include statements and observations Use everyday language – avoid complex language Make references to artefacts associated with incident e.g. photo, written message, damaged property etc Don't include personal opinions Focus on the incident – only record what is relevant If printing a record, ensure confidentiality and security of hard copy Compose statements with which you would feel comfortable under Freedom Of Information

Hard copies of relevant policy to be provided for all staff and be included in induction procedures where appropriate.

The following staff have access and responsibilities for recording behaviours in OneSchool. Security level is indicated.

Principal (1) Deputy Principals (1 or 2) HOSSES (3) Guidance Officer (GO)

Classroom Teachers (6) Specialist Teachers (6)

Long Term Contract Teachers (6) Teacher Aides (8) Chaplain (8)

** short-term relief teachers, other non-teaching staff and student teachers should refer recordable behaviours to an Admin person. (see "Consequences for Inappropriate Behaviour" Stage 2 (p.4) and Appendix G)



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Appendix G

Recording Positive Behaviours in OneSchool

Outstanding and/or consistent examples of the behaviours below should be recorded:

- | | | |
|--|--|---|
| <input type="checkbox"/> active citizenship | <input type="checkbox"/> valuing self & others | <input type="checkbox"/> engagement in challenging thinking |
| <input type="checkbox"/> effective communication | <input type="checkbox"/> honesty | <input type="checkbox"/> pride |
| <input type="checkbox"/> effort | <input type="checkbox"/> participation | <input type="checkbox"/> leadership |
| | <input type="checkbox"/> awards | <input type="checkbox"/> other |

Examples include:

Committing to tasks such as recycling, academic competition awards, parade awards, class awards, favourable comment from community, helping adults etc

** regular student assessment should be recorded as part of classroom teacher's record keeping.

** staff without access to OneSchool make referrals using Appendix F

1. After logging onto the computer, go to "Sharepoint" and click on "MIS and OneSchool".
2. Enter username and password.
3. Click on the school bookmark "OneSchool"

The screenshot shows the 'Positive Behaviour Wizard' in the OneSchool system. It is 'Step 1 of 2'. The interface includes a sidebar with 'Positive Behaviour Details' and 'Positive Behaviour Summary'. The main area has fields for 'Staff Member *' (William Smith), 'Student(s) Involved *' (with an 'Add New' button), 'Date *' (26-Oct-2007), 'Category *', and 'School Category *'. A large text area for 'Details' is at the bottom. Numbered callouts point to specific elements: 4. 'Behaviour Support' then 'Record Positive Behaviour' (top navigation); 5. 'Select student/s.' (Student(s) Involved field); 6. 'Check / enter date.' (Date field); 7. 'Select positive behaviour categories from drop-down fields.' (Category and School Category fields); 8. 'Enter details of positive behaviour' (Details text area); 9. 'Click "Next" for "Positive Behaviour Summary"' (Next button).

10. Click "Finish"

For further training, including simulations, on entering behaviours in OneSchool go to:

G drive ⇒ Core data ⇒ Common ⇒ OneSchool Training ⇒ training.htm ⇒ OneSchool Training Package ⇒ OneSchool Tasks

Click on level of access, select "Behaviour Support", then select desired training.



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Appendix H

Recording Behaviour Incident In OneSchool

Inappropriate Behaviours (see Appendix C) must be recorded in OneSchool when:

- behaviour is at Stage 2 of "Consequences for Inappropriate Behaviour" (p.4)
- there has been parent contact about the behaviour
- and/or there has been Administration intervention.

** staff without access to OneSchool make referrals using Appendix H

Incidents may be viewed, edited or managed depending on a staff member's access level
e.g. Principal and Deputies can view all.

- After logging onto the computer, go to "Sharepoint" and click on "MIS and OneSchool".
- Enter username and password.
- Click on the school bookmark "OneSchool"

OneSchool

Student Management | Behaviour Support | Academic Reporting | Administration

Record Incident Wizard

Record Incident Step 1 of 6

Witnessing Individuals

Incident Details

Behaviour Strategies

Record of Contact

Incident Summary

Staff Member *
Staff member WILLIAM SMITH (SMITWI)

Student(s) Involved *
Add New

Date of Incident * 28-Oct-2007

Period * ☒

Location Category * ☒

Subject ☒

< Previous Next >

4. Click "Behaviour Support" then "Record Incident"

5. Select student/s.

6. Check / enter date.

7. Select period, location and subject from drop-down fields.

9. Click "Next" for "Witnessing Individuals"

Record Incident Step 2 of 6

Witnessing Individuals

Incident Details

Behaviour Strategies

Record of Contact

Incident Summary

Staff Members
Add New

Students
Add New

General Public
Add New

< Previous Next >

10. Click appropriate button to record witness/es then click "Next".



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Record Incident *Step 3 of 6*

Witnessing Individuals

Incident Details

Behaviour Strategies

Record of Contact

Incident Summary

11. Enter incident details then click "Next". Be factual and concise.

ABC Spell Check

< Previous Next >

12. Check the boxes of the relevant behaviour categories.

13. Check the boxes to indicate consequence / support.

14. "Flag" / Refer the incident by selecting relevant staff then click "Next". An email will be sent to the staff selected.

Categories *	Strategies	Referrals
<input checked="" type="checkbox"/> Academic infringement <input type="checkbox"/> Anti-social behaviour <input type="checkbox"/> Avoidance behaviour <input type="checkbox"/> Bullying/harassment <input type="checkbox"/> IT abuse	<input checked="" type="checkbox"/> Natural Consequence <input type="checkbox"/> Restorative Justice	Select Staff

Step 5 of 6

Record of Contact

15. Enter details of parent / caregiver contact. Click next for incident summary.

Edit	Student Name	Date of Contact	Contact Type	Contact Details

< Previous Next >

16. Click "Finish".

For further training, including simulations, on entering behaviours in OneSchool go to:

G drive ➡ Core data ➡ Common ➡ OneSchool Training ➡ training.htm ➡ OneSchool Training Package ➡ OneSchool Tasks

Click on level of access, select "Behaviour Support", then select desired training.



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Appendix I

Behaviour Referral



Student: _____ Class: _____

Date: ____/____/____

Staff Member / Other Adult: _____

For Attention: _____

Positive Behaviour (tick appropriate boxes)

- ☐ active citizenship ☐ valuing self & others ☐ engagement in challenging thinking
☐ effective communication ☐ pride ☐ honesty ☐ persistence
☐ effort ☐ participation ☐ leadership ☐ awards ☐ other

Behaviour Incident (tick appropriate boxes)

- ☐ Academic Infringement e.g. cheating ☐ Anti-social Behaviour e.g. indecent behaviour, sexual
☐ Avoidance Behaviour e.g. work avoidance, fractional truancy
☐ Bullying/Harassment e.g. against race, disability, gender, religion, hurtful actions over period of time cyberbullying
☐ IT Abuse e.g. misuse of passwords, internet, hardware & software
☐ Non-compliance e.g. disruptive behaviour, lying, repeated out-of-bounds, dress code violation, breach of behaviour plan
☐ Physical Aggression e.g. fighting, aggression with objects, pushing, kicking
☐ Serious Misdemeanour e.g. truancy, theft, possession of weapon
☐ Substance Abuse e.g. possessing, using or distributing prohibited or illegal substances
☐ Vandalism ☐ Verbal Aggression e.g. threats, intimidation, teasing, name-calling, offensive language
☐ Other e.g. unsafe play, transport misbehaviour

Details (if misbehaviour, include intervention undertaken)

Period: _____ Location: _____ Time: _____

Admin Use Only

Signature: _____



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Appendix J

WORKING TOGETHER TO KEEP BERSERKER STEET STATE SCHOOL SAFE – Policy for knives at school

We can work together to keep knives out of school. At Berserker Street State School:

- Every student has the right to feel safe and be safe at school.
- No knives are allowed to be taken to school by students.
- There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

If a student has a knife at school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

What kinds of knife are banned?

- No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel.
- Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.
- In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

The school administration team can take tough action against a student who brings a knife to school.

- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences such as suspension, exclusion or managed enrolment conditions including, but not limited to, restricted playground access.
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
- If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the principal and given to the police.

How can parents help to keep Berserker Street State School safe?

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children's lunch boxes, pencil cases or craft kits.
- Contact your school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact the office on 4999 0333, and they will arrange an appointment with the relevant officer.



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Berserker Street State school