

Benaraby State School

Student Code of Conduct 2020-2023

Every student succeeding

Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.

Queensland Department of Education
State Schools Strategy 2020-2024

Purpose

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

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

All members of school communities are expected to:

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

Students are expected to:

- Participate actively in the school's education program.
- Take responsibility for their own behaviour and 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 the right to learn.
- Cooperate with students and others in authority.

Parents 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, staff and families.
- 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, families and other staff.
- Promote the skills of responsible self-management.

Principals and School Leadership Teams 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 for 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.

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Contents

Purpose	
Principal's Foreword	5
Consultation	9
Data Overview	6
Review Statement	7
School Opinion Survey	8
School Disciplinary Absences (SDA)	8
Learning and Behaviour Statement	10
Multi-Tiered Systems of Support	10
Consideration of Individual Circumstances	11
Student Wellbeing	13
Whole School Approach to Discipline	14
PBL Expectations	15
Differentiated and Explicit Teaching	22
Focussed Teaching	22
Intensive Teaching	23
Legislative Delegations	24
Legislation	24
Delegations	24
Disciplinary Consequences	25
School Policies	26
Temporary removal of student property	27
Use of mobile phones and other devices by students	27
Preventing and responding to bullying	28
Appropriate use of social media	31
Restrictive Practices	34
Critical Incidents	35
Related Procedures and Guidelines	36
Resources	38
Conclusion	48

Principal's Foreword

School overview

Set in a peaceful country setting 20 kilometres south of Gladstone in Central Queensland, Benaraby State School caters for the academic, sporting, cultural and artistic needs of its 105 friendly students. Our spacious and well maintained grounds boast one of the best school sports ovals in the district, as well as two modern playground areas. Benaraby students achieve creditably in national literacy and numeracy tests. Each large classroom boasts an interactive whiteboard and our computer to student ratio is better than 1:5. As well as having access to email and internet facilities for research purposes, all students from Prep to Year 6 have focused weekly lessons in the school's computer laboratory. Our school motto 'Do Our Best' is reinforced through the Positive Behaviour for Learning Program and the 'You Can Do It' program. Benaraby School has a well-developed musical and performing arts program, including instrumental music. Individual needs are met through the Gifted and Learning Support programs.

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2019	Prep Year - Year 6

Characteristics of the student body

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2017	2018	2019
Total	91	104	118
Girls	41	45	52
Boys	50	59	66
Indigenous	6	6	5
Enrolment continuity (Feb. – Nov.)	93%	99%	94%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2019, there were no students enrolled in a pre-Prep program.

Data Overview

This section is used to report on key measures related to student discipline, safety and wellbeing using existing data sets available to all schools. This provides an open and transparent reporting mechanism for the school community on the perceptions of students, parents and staff about school climate, attendance and school disciplinary absences.

The Parent, Student and Staff Satisfaction data in the tables below is drawn from the School Opinion Survey. The School Opinion Survey is an annual collection designed to obtain the views of parents/caregivers, students and school staff from each school on what they do well and how they can improve.

Opinions on the school, student learning, and student wellbeing are sought from a parent/caregiver in all families and a sample of students from each state school.

Opinions on the school as a workplace are sought from all school staff and principals. There are additional questions for teaching staff on their confidence to teach and improve student outcomes. Principals are also asked about their confidence to lead the school and improve student outcomes.

There are four different confidential surveys for

- parents
- students
- staff
- principals.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2017	2018	2019
• their child is getting a good education at school (S2016)	100%	100%	100%
• this is a good school (S2035)	100%	100%	100%
• their child likes being at this school* (S2001)	100%	100%	100%
• their child feels safe at this school* (S2002)	100%	100%	100%
• their child's learning needs are being met at this school* (S2003)	100%	100%	100%
• their child is making good progress at this school* (S2004)	100%	100%	100%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	100%	91%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	96%
• teachers at this school treat students fairly* (S2008)	88%	100%	83%
• they can talk to their child's teachers about their concerns* (S2009)	88%	100%	91%
• this school works with them to support their child's learning* (S2010)	88%	100%	90%
• this school takes parents' opinions seriously* (S2011)	88%	100%	86%

Percentage of parents/caregivers who agree# that:	2017	2018	2019
• student behaviour is well managed at this school* (S2012)	88%	100%	78%
• this school looks for ways to improve* (S2013)	88%	100%	86%
• this school is well maintained* (S2014)	100%	100%	100%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2017	2018	2019
• they are getting a good education at school (S2048)	100%	100%	100%
• they like being at their school* (S2036)	100%	100%	96%
• they feel safe at their school* (S2037)	100%	100%	96%
• their teachers motivate them to learn* (S2038)	100%	100%	95%
• their teachers expect them to do their best* (S2039)	100%	100%	95%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	93%
• teachers treat students fairly at their school* (S2041)	100%	100%	89%
• they can talk to their teachers about their concerns* (S2042)	100%	94%	87%
• their school takes students' opinions seriously* (S2043)	100%	94%	84%
• student behaviour is well managed at their school* (S2044)	100%	100%	76%
• their school looks for ways to improve* (S2045)	100%	100%	96%
• their school is well maintained* (S2046)	100%	94%	93%
• their school gives them opportunities to do interesting things* (S2047)	100%	100%	95%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2017	2018	2019
• they enjoy working at their school (S2069)	100%	80%	95%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	90%
• they receive useful feedback about their work at their school (S2071)	100%	80%	57%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	DW	67%
• students are encouraged to do their best at their school (S2072)	100%	100%	95%
• students are treated fairly at their school (S2073)	100%	40%	90%
• student behaviour is well managed at their school (S2074)	100%	80%	73%
• staff are well supported at their school (S2075)	100%	40%	82%
• their school takes staff opinions seriously (S2076)	100%	60%	80%
• their school looks for ways to improve (S2077)	100%	100%	95%
• their school is well maintained (S2078)	100%	100%	91%

Percentage of school staff who agree# that:	2017	2018	2019
• their school gives them opportunities to do interesting things (S2079)	100%	100%	81%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2017	2018	2019
Short suspensions – 1 to 10 days	0	1	7
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Consultation

The consultation process used to inform the development of the Benaraby State School Student Code of Conduct occurred in three phases.

In the first phase, we held a series of internal meetings with staff Term One 2020. During these meetings, we examined a range of data sets on student and staff attendance, school disciplinary absences (SDA) and outcomes from the most recent School Opinion Survey. We identified strengths and successes from our previous school behaviour plan, and areas for further development.

In the second phase, we provided a survey to all parents on school culture and climate. This included a request to respond to key themes from the earlier staff discussions about strengths and areas for further development. Participants were asked to rank their priorities and offer positive ideas and suggestions for improving the quality of relationships and communication in the school. We also examined the School Opinion Survey from 2018 and 2019.

Finally, a draft Student Code of Conduct was prepared and distributed for comment to all members of the school community. The third phase of consultation was completed in January 2020, and the finished version, incorporating suggested changes and feedback, was sent to the P&C Association meeting in August 2020 for endorsement.

A communication strategy has been developed to support the implementation of the Benaraby State School Student Code of Conduct, including parent information evenings, promotion through the school website, weekly newsletter and email.

Review Statement

The Benaraby State School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. A fulsome review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

Learning and Behaviour Statement

All areas of Benaraby State School are teaching and learning environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education. Benaraby State School, in partnership with the wider community, is committed to maintaining and enhancing a safe, supportive, respectful and disciplined learning environment for both staff and students.

Benaraby State School identifies with the belief that education is more than just the attaining of knowledge. We endeavour to create a “life-long learner” who is able to accept responsibility for their behaviour, be a complex thinker and become an effective communicator. We consider behaviour management to be an opportunity to instil these attributes in our children by equipping them with social skills that will help them function in society and take pride in their achievements.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are clearly communicated to everyone. This assists Benaraby State School to create and maintain a positive and productive teaching and learning environment, where ALL school community members have a clear and consistent expectation and understanding of their role in the educational process.

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

- Be safe
- Be responsible
- Be respectful
- Be a learner

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

These rules are the foundations of our behaviour management program and it is expected that all members of our school community will consistently display and incorporate these values into their daily lives.

Multi-Tiered Systems of Support

Each year a small number of students at Benaraby State School are identified through our data as needing additional targeted behavioural support. In most cases, the unacceptable behaviours of these students may not be immediately regarded as severe, but the frequency of the behaviours may put these students’ safety, learning and social success at risk if not addressed in a timely manner.

Benaraby State School Behaviour Slip System

To monitor behaviour patterns and ensure processes are in place to correct behaviours, Benaraby State School has implemented a Behaviour Slip System also known as Responsible Thinking Slips (RTS) Pink Slips and Unacceptable Behaviour Slip (UBS) Orange Slips.

Incident Occurs – Incident Reports are completed to determine unacceptable behaviour and/or student support needed for mediation processes or referral to the Social Justice Committee for access to additional support services. This process then determines if the Behaviour S ***Teacher aides on playground duty to report to class teachers any warning they give out to students. Teacher aides do not need to make any contact with parents or supervise detentions.***

- Slip System is required for any follow up consequences. Staff may determine to record incident report findings on OneSchool as a record of pattern behaviours.
- **1 Responsible Thinking Slip (RTS)** = The student receives a Responsible Thinking Slip (RTS), also known as a Pink Slip. This involves lunch break detentions, a teacher phone call home and record on OneSchool.

Teacher aides on playground duty to report to class teachers any warning they give out to students. Teacher aides do not need to make any contact with parents or supervise detentions.

3 Pink Slips and student is given an Orange Slip

- **After 3 Responsible Thinking Slips (RTS)** = The student receives an Unacceptable Behaviour Slip (UBS), also known as an Orange Slip. This involves 4 lunch break detentions, a principal phone call home and record on OneSchool.
- **At 1 Unacceptable Behaviour Slip (UBS)** = The student receives a referral to the school's support services for an Individual Behaviour Support Plan co-constructed with the support staff, child, teacher and parents. The behaviour plan is reviewed termly or as required. The student automatically loses rewards day privileges at this time, but may also lose other attendance to other school events or privileges at this time. There is an automatic review of the student's Individual Behaviour Support Plan with the support staff, child, teacher and parent.

If a school leader, the student will lose their school position. If year 5, the student will lose the opportunity to apply for Year 6 School Captain and School Vice-Captain positions. They can however, still apply for School House Captain positions in the next school year when they are in Year 6.

Any Orange slips will mean the student will not be able to attend school camp, represent the school for sport, attend school disco, receive rewards attached to levelled awards, or attend school excursions.

- **At 3 Unacceptable Behaviour Slip (UBS)** = The school suspension process may be activated.

3 Minor Behaviours = A Responsible Thinking Slip (RTS) – Pink Slip

1 Major Behaviour = Automatic straight to Unacceptable Behaviour Slip (UBS) – Orange Slip. Depending on the major behaviour, a decision may be made for it to be straight to suspension if Department of Education Policy is determined.

The Behaviour Slip process is reset at the beginning of each school term except for decisions made that relate to Year 6 students and loss of school leadership positions. These decisions will continue for the remainder of their Year 6 school year.

Consideration of Individual Circumstances

Re-directing low-level and infrequent unacceptable behaviour

When a student exhibits low-level and infrequent unacceptable behaviour, the first response of school staff members is a re-direction procedure. The staff member takes the student aside for the following:

1. Staff member names the behaviour that the student is displaying.
2. Student then states and explains the expected school behaviour they should have been demonstrating.
3. Staff member describes the likely consequences if the unacceptable behaviour continues.
4. The staff member gives positive reinforcement when they notice the student correctly following the expectations for acceptable behaviour.

Our preferred way of re-directing low-level unacceptable behaviour is to ask the student to think of how they might be able to monitor their behaviour to be safe, responsible, respectful and a learner. This encourages students to reflect and evaluate their own behaviour and plan how their behaviour could be modified to align with the expectations of our school community.

Targeted Behaviour Support: Individual Behaviour Support Plans

Each year a small number of students at Benaraby State School are identified through our data as needing additional targeted behavioural support. In most cases, the unacceptable behaviours of these students may not be immediately regarded as severe, but the frequency of the behaviours may put these students' safety, learning and social success at risk if not addressed in a timely manner.

- The Platinum Award- awarded after 12 Certificates of Recognition which must be certificate from the four School Rules, LOTE, music and HPE. The student receives a Benaraby State School Behaviour Ambassador badge. The School VIP entitlements remain.

This reinforcement occurs continuously throughout each term and students are recognised each week on parade. When students receive a Student Awards they are monitored for the next level. The levelled awards continue

Benaraby State School Strive For Success Behaviours Matrix

The school behaviours matrix (Appendix 4) directly correlates with report cards. It is used by teachers to inform decisions as to which level of behaviour students are demonstrating at the end of each term and overall for the semester. Staff then participate in collaborative moderation practices to support reporting and individual behaviour plan outcomes.

Benaraby State School Rewards Day

All students that have not been disqualified through the Behaviour Slip System get to participate in the rewards day sessions for each positive behaviour level.

Student Learning and Wellbeing Framework

At Benaraby State School we value a safe, supportive and connected school community in which wellbeing is everyone's responsibility. We recognise the importance of developing healthy, confident and resilient young people. By supporting the health and wellbeing of our diverse students we are enabling them to respond positively and succeed in a changing world. **At Benaraby State School, student wellbeing is supported across 3 domains:**

<p>1. CREATING SAFE, SUPPORTIVE AND INCLUSIVE ENVIRONMENTS...</p> <ul style="list-style-type: none"> We provide safe environments where diversity is valued, positive social interactions are promoted, and risk of injury or harm is minimised through our <i>shared beliefs</i> and <i>responsibility and accountability</i>. We have an approach to wellbeing that supports the collective action of parents, support services and the wider community by meeting for regular consultation with the <i>P&C, student support team, attending before and after moderation as a cluster and collaborative planning for teachers</i>. We demonstrate and communicate positive respectful relationships between staff, students, parents and members of the community through the implementation of our <i>Student Code of Conduct, school expectations</i> and <i>meeting norms</i>. We recognise and reward positive behaviours for learning using tangible rewards that include <i>weekly awards, levelled awards and an end of semester reward</i>. We explicitly teach and model social and emotional skills, values and expectations for behaviour through our <i>weekly focus lessons</i> and use of <i>support staff such as the Chaplain</i> to support student wellbeing. We make sure the physical environment and school policies and practices are accessible and inclusive of students and families. We plan for opportunities to promote and celebrate the traditions, values and cultures of the school community including <i>NAIDOC week, ANZAC Day, National Day of Action against Bullying and Violence and Remembrance Day</i>. We provide learning opportunities and environments that promote healthy lifestyle choices particularly through our <i>HPE curriculum, respectful relationships education and Social Skills</i>. We plan and implement the cross curriculum priorities in the Australian Curriculum, promoting <i>Aboriginal and Torres Strait Islander Histories and Cultures, Asia and Australia's Engagement with Asia, and Sustainability</i>. We celebrate the academic, sporting and cultural achievements of our students at <i>school assemblies</i> and with the community through the <i>newsletter and school website</i>. 	<p>2. BUILDING THE CAPABILITY OF STAFF, STUDENTS AND THE SCHOOL COMMUNITY...</p> <ul style="list-style-type: none"> We provide health and wellbeing learning opportunities for students through curriculum focused on mental health, relationships and sexuality, alcohol and other drugs, food and nutrition, benefits of physical activity, and safety. We identify opportunities to build the capabilities of teachers and school leaders to support a whole school approach to student wellbeing and its connection to learning including the support from the <i>Small school Cluster and the Regional Support team</i>. We communicate information and advice on the benefits of supporting young people to be healthy, confident and resilient through the <i>curriculum, participation in days of recognition, Newsletter and school website</i>. We respond positively to the needs of different groups within the school community, including <i>transition activities</i>. We strengthen connections with parents through regular <i>parent-teacher meetings</i>, to support early intervention for students whose wellbeing is at risk. We support staff health and wellbeing and recognise the resulting benefits for students. We are committed to continual improvement using evidence-based strategies to improve student wellbeing, seeking ways to develop and share new ideas. We collect and analyse a range of data, including data from the <i>School Opinion Survey</i>, to identify areas for capability building. We encourage student participation and develop their wellbeing through their involvement in the <i>Student Council</i>. We participate in <i>school camps</i> that develop the confidence, resilience and teamwork of students. We seek out opportunities for our students to engage in the community. 	<p>3. DEVELOPING STRONG SYSTEMS FOR EARLY INTERVENTION...</p> <ul style="list-style-type: none"> We plan and document school processes to support staff to respond appropriately to students at risk, including <i>student protection training, suicide prevention and post-vention plans</i>. We recognise the early signs that a student's wellbeing is at risk and responding appropriately by noticing, inquiring, planning <ul style="list-style-type: none"> sharing responsibility for supporting students at risk by: seeking support from Guidance Officers and the support team as first responders encouraging students and families to access support services using a wrap-around approach for students involving parents, school support services, health professionals and other agencies. We integrate DoE support services to assist in planning and implementing practices that improve outcomes for students, including support from our <i>Speech and Language Pathologist, Physiotherapist, Occupational Therapist and Advisory Visiting Teachers</i>. We employ a <i>school Chaplain</i> through Scripture Union, to assist students' social and emotional wellbeing and development. We actively maintain partnerships with community medical services including <i>Autism Queensland, Hearing testing, Prep Vision Screeners and community health nurse</i>. We engage specialist organisations, including <i>Autism Queensland</i>, for student support. Teachers develop support plans for students, including <i>Personalised Learning, Individual Curriculum Plans, Health Management and Support Provisions</i>. We provide school staff with a role appropriate <i>school induction process</i> to support them to care for the wellbeing of students.
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At Benaraby State School, we monitor our school culture and student wellbeing and engagement through:

- | | | |
|-----------------------|-----------------------------------|----------------------------|
| □ Attendance rates | □ Student retention data | □ Days lost due to student |
| disciplinary absences | □ School Opinion Survey responses | |

Whole School Approach to Discipline

Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Benaraby State School, we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour. A set of behavioural expectations in specific settings has been attached to each of our four school rules. The School wide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

SCHOOLWIDE EXPECTATIONS TABLE										
School Rules	Whole School	Classroom	Online	Before/After School	Play Time	Eating Time	Toilets	Moving & Lining up	Kitchen/ Tuckshop	Excursions & Off Campus
Be Safe	Use equipment appropriately and for intended purposes Keep hands, feet and objects to yourself Report all hazards Walk on cement	Walk Sit Enter and exit room in an orderly manner	Participate in use of approved online sites and educational games Be courteous and polite in all online activities	Obey road rules Use Pedestrian Crossing Walk bike/scooter in school grounds Store bike/scooter in bike racks Stay and wait in undercover area before school – only move at the 8:00am bell	Participate in school approved games Wear closed in shoes and socks at all times Practice Sun Safety: apply sunscreen, school shirt and broad brimmed hat Play in designated areas	Find a place and remain seated Sit in designated areas Eat your own food Politely ask a staff member to leave the area at all times	Flush the toilet Wash your hands with soap and water	Two straight lines Follow staff instructions Keep to the left of the path	Follow hygiene practices Students only inside the tuckshop if supervised by a staff member	Follow ALL instructions Follow all school rules and rules of the new environment Stay with supervising adult/s at all times Appropriate use of technology and only adults have phones Actively listen
Be Respectful	Care for others personal space, property and belongings Care for equipment Clean up after yourself Use polite language and manners Wait your turn Use greetings Care for the environment	Respect others' opinions Raise your hand to speak Respect others' right to learn Take turns to talk and listen	Respect others' right to use online resources free from interference or bullying Keep username and password private	Greet adults and your peers with 'Good Morning/ Afternoon' Be courteous towards adults and others	Play fairly – take turns, invite others to join in and follow rules Treat ALL equipment with respect	Raise hand to get permission to access toilets, taps or bin. Wait for staff to dismiss you Line up quietly and wait for teacher	Privacy for ALL students – follow toilet signs. It isn't appropriate to look over or under toilet doors	Walk as instructed by a staff member in either silence or quiet voices Wait patiently Join at the back of the line	Wait your turn Use manners	Be courteous and considerate to people and property at ALL times Be considerate of others beliefs, cultures, and circumstances
Be Responsible	Ask permission before leaving the classroom Be on time with the right belongings Be in the right place at the right time Follow instructions straight away Actively listen Be honest Look after belongings and school property	Actively participate in learning opportunities Be organised and prepared Complete all set tasks Keep work spaces tidy Follow homework and bookwork policies	Report any unacceptable behaviour Post only appropriate content online	Keep hands and feet to self Leave when dismissed If you arrive late/depart early report to school office	Return sports equipment to sport shed and report any damaged or missing items Be a problem solver and use your High 3	Place your lunchbox in the tub in the undercover area before play Talk quietly	Use toilets during breaks correctly and promptly	Do it straight away Keep hands and feet to self Line up in the designated area Look and listen for the staff direction/s	Line up quietly Clean up or report any mess Join back of the line	Pack ALL belongings and clearly label items Dress appropriately Bring pride to our school Follow schedule and procedures
Be a Learner	<ul style="list-style-type: none"> The behavioural expectations listed above supports students to be a learner. 									

These expectations are communicated to students via a number of strategies, including:

- Weekly behaviour focus lessons conducted by classroom teachers.
- Reinforcement of learning from behaviour lessons at School Assemblies and through active supervision during classroom and non-classroom activities.

Benaraby State School implements the following proactive and preventative processes and strategies to support student behaviour:

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Leadership Team regularly provides information to staff, parents and students about the Responsible Behaviour Plan for Students and supports others in sharing successful practices.
- Comprehensive induction of the Responsible Behaviour Plan for Students is delivered to new students and their families, volunteers and new and relief staff.

- Individual behaviour support plans are developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

Specific policies have been developed to address:

- The Use of Personal Technology Devices at School
- Appropriate Use of Social Media
- Procedures for Preventing and Responding to Incidents of Bullying

Reinforcing Expected School Behaviour

At Benaraby State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Benaraby State School Awards

The School-Wide Positive Behaviour for Learning has a major goal of reinforcing positive behaviour throughout our school. We know that positive behaviour from our students leads to greater academic success, hence the team's efforts in this regard. We have four very clear and simple rules at Benaraby State School- Be Safe, Be Respectful, Be Responsible and Be a Learner. These rules are right through our school and we hope are known by all, not just the students but staff, but even parents. Reinforcing the rule will ensure the students at the school consistently exhibits the behaviours while at school and representing the school.

The reward system is designed to recognise positive behaviours and provide an incentive to continue these positive behaviours. Such awards, the Certificate of Recognition, can be received from any member of staff. These awards will always relate to our four school rules. The incentive moves up in levels which allows students to receive more incentives for following the school rules.

- The Bronze Award- awarded after three Certificates of Recognition. At the end of each term Bronze students will be invited to an Ice Block Party.
- The Silver Award- awarded after 6 Certificates of Recognition are received. At the end of the term Silver students will be invited to a pizza party.
- The Gold Award- awarded after 9 Certificates of Recognition with four awards covering the Four School Rules. When students receive a Gold Award they are featured in the Newsletter and have a seat to sit on at parade. This means they are School VIP's.
- The Platinum Award- awarded after 12 Certificates of Recognition which must be a certificate from the four School Rules, LOTE, music and HPE. The student receives a Benaraby State School Behaviour Ambassador badge. The School VIP entitlements remain.

This reinforcement occurs continuously throughout each term and students are recognised each week on parade. When students receive a Student Award they are monitored for the next level. The levelled awards continue.

Benaraby State School Strive For Success Behaviours Matrix

The school behaviours matrix directly correlates with report cards. It is used by teachers to inform decisions as to which level of behaviour students are demonstrating at the end of each term and overall for the semester. Staff then participate in collaborative moderation practices to support reporting and individual behaviour plan outcomes.

Benaraby State School Rewards Day

All students that have not been disqualified through the Behaviour Slip System get to participate in the rewards day sessions for each positive behaviour level.

1. Responding to Unacceptable Behaviour

Unacceptable Behaviour Defined

Students come to school to learn. The following information outlines what Benaraby State School considers as possible major and minor unacceptable behaviours. Any classification of an unacceptable behaviour is at the school's discretion and is determined by the event and circumstances that surround the event.

Re-directing low-level and infrequent unacceptable behaviour

When a student exhibits low-level and infrequent unacceptable behaviour, the first response of school staff members is a re-direction procedure. The staff member takes the student aside for the following:

1. Staff member names the behaviour that the student is displaying.
2. Student then states and explains the expected school behaviour they should have been demonstrating.
3. Staff member describes the likely consequences if the unacceptable behaviour continues.
4. The staff member gives positive reinforcement when they notice the student correctly following the expectations for acceptable behaviour.

Our preferred way of re-directing low-level unacceptable behaviour is to ask the student to think of how they might be able to monitor their behaviour to be safe, responsible, respectful and a learner. This encourages students to reflect and evaluate their own behaviour and plan how their behaviour could be modified to align with the expectations of our school community.

Targeted Behaviour Support: Individual Behaviour Support Plans

Each year a small number of students at Benaraby State School are identified through our data as needing additional targeted behavioural support. In most cases, the unacceptable behaviours of these students may not be immediately regarded as severe, but the frequency of the behaviours may put these students' safety, learning and social success at risk if not addressed in a timely manner.

Benaraby State School Behaviour Slip System

To monitor behaviour patterns and ensure processes are in place to correct behaviours, Benaraby State School has implemented a Behaviour Slip System also known as Responsible Thinking Slips (RTS) Pink Slips and Unacceptable Behaviour Slip (UBS) Orange Slips.

Incident Occurs – Incident Reports are completed to determine unacceptable behaviour and/or student support needed for mediation processes or referral to the Social Justice Committee for access to additional support services. This process then determines if the Behaviour needs to be looked in to. ***Teacher aides on playground duty to report to class teachers any warning they give out to students. Teacher aides do not need to make any contact with parents or supervise detentions.***

- Slip System is required for any follow up consequences. Staff may determine to record incident report findings on OneSchool as a record of pattern behaviours.
- **1 Responsible Thinking Slip (RTS)** = The student receives a Responsible Thinking Slip (RTS), also known as a Pink Slip. This involves lunch break detentions, a teacher phone call home and record on OneSchool.

Teacher aides on playground duty to report to class teachers any warning they give out to students. Teacher aides do not need to make any contact with parents or supervise detentions.

3 Pink Slips and student is given an Orange Slip

- **After 3 Responsible Thinking Slips (RTS)** = The student receives an Unacceptable Behaviour Slip (UBS), also known as an Orange Slip. This involves 4 lunch break detentions, a principal phone call home and record on OneSchool.
- **At 1 Unacceptable Behaviour Slip (UBS)** = The student receives a referral to the school's support services for an Individual Behaviour Support Plan co-constructed with the support staff, child, teacher and parents. The behaviour plan is reviewed termly or as required. The student automatically loses rewards day privileges at this time, but may also lose other attendance to other school events or privileges at this time. There is an automatic review of the student's Individual Behaviour Support Plan with the support staff, child, teacher and parent.

If a school leader, the student will lose their school position. If year 5, the student will lose the opportunity to apply for Year 6 School Captain and School Vice-Captain positions. They can however, still apply for School House Captain positions in the next school year when they are in Year 6.

Any Orange slips will mean the student will not be able to attend school camp, represent the school for sport, attend school disco, receive rewards attached to levelled awards, or attend school excursions.

- **At 3 Unacceptable Behaviour Slip (UBS)** = The school suspension process may be activated.

3 Minor Behaviours = A Responsible Thinking Slip (RTS) – Pink Slip

1 Major Behaviour = Automatic straight to Unacceptable Behaviour Slip (UBS) – Orange Slip. Depending on the major behaviour, a decision may be made for it to be straight to suspension if Department of Education Policy is determined.

The Behaviour Slip process is reset at the beginning of each school term except for decisions made that relate to Year 6 students and loss of school leadership positions. These decisions will continue for the remainder of their Year 6 school year.

Responsible Thinking Slip (RTS) – Pink Slip

Students may receive a RTS Behaviour Slip as a consequence for minor unacceptable behaviours that have continued beyond the warning system. When students receive a RTS Behaviour Slip, they are provided with a pink slip, which informs parents/caregivers of the reason for the two detentions as a result of the incident or behaviour. A student must have this slip signed by their parent/caregiver and return it to the referring teacher.

Responsible Thinking Slip – RTS (Pink Slip)	
Name:	_____
Grade:	_____ Class: _____
Attendance Dates:	_____
Referring Teacher:	_____
Rule Broken: (Please Circle)	
Be Safe	Be Responsible
Be Respectful	Be A Learner
Reason for Referral:	

No# of Lunch Break Detentions: 2	
Parent/Caregiver Signature: _____	
Return to Referring Teacher via the Magic Mailbox	

Unacceptable Behaviour Slip (UBS) – Orange Slip

Students may receive a UBS Behaviour Slip as a consequence for repeated minors without any significant change in behaviour choices and major unacceptable behaviours. When students receive a UBS Behaviour Slip, they are provided with an orange slip, which informs parents/caregivers of the reason for the four detentions as a result of the incident or behaviour. A student must have this slip signed by their parent/caregiver and return it to the principal.

Unacceptable Behaviour Slip – UBS (Orange Slip)	
Name:	_____
Grade:	_____ Class: _____
Attendance Dates:	_____
Referring Teacher:	_____
Rule Broken: (Please Circle)	
Be Safe	Be Responsible
Be Respectful	Be A Learner
Reason for Referral:	

No# of Lunch Break Detentions: 4	
Parent/Caregiver Signature: _____	
Return to Principal via the Magic Mailbox	

Students must attend the required detentions the next day/s they are present at school. The referring staff member outlines the expectations required as part of the detentions. This includes missed school work, additional literacy and numeracy tasks and completion of a Reflection Sheet – Junior School or Limited Literacy Skills and Reflection Sheet – Senior School or Reasonable Literacy Skills. The reflection sheet is then attached to the RTS or UBS and filed in the student's file.

An Individual Behaviour Support Plan will be developed through a consultative process and will vary on the needs of the student. It may also include a Positive Behaviour Contract. The Individual Behaviour Support Plan is coordinated by the student's teacher, parent and school administration input. Students with an Individual Behaviour Support Plan attend their normal scheduled classes and activities with appropriate adjustments when required. All staff members are provided with continuous professional development consisting of an overview of the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported.

Students whose behaviour does not improve or meet expectations, will lead to a review of their current Individual Behaviour Support Plan and further adjustments will be made which may require support through the Social Justice Committee to provide more intensive behaviour support.

6. Consequences for Unacceptable Behaviour

Benaraby State School makes systematic efforts to prevent unacceptable student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. OneSchool is used to record all minor and major unacceptable behaviours. The recording of three minor behaviours constitutes a major behaviour.

Minor and Major Behaviours

When responding to unacceptable behaviour, the staff member first determines if the behaviour is major or minor, with the following agreed understanding:

- **Minor** unacceptable behaviour is handled by staff members at the time it happens and is followed through with the Responsible Thinking Slip (RTS) Pink Slip process.
- **Major** unacceptable behaviour is referred directly to the school leadership team and is followed through with the Unacceptable Behaviour Slip (UBS) Orange Slip process and other relevant consequences.

Minor behaviours are those that:

- Are minor breaches of the school rules.
- Do not seriously harm others or cause you to suspect that the student may be harmed.
- Do not violate the rights of others in any other serious way.
- Are not part of a pattern of unacceptable behaviours.
- Do not require involvement of specialist support staff or administration.

Minor unacceptable behaviours may result in the following consequences:

- A minor consequence that is logically connected to the unacceptable behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion. Minors can result in the student receiving a Responsible Thinking Slip (RTS) Pink Slip.
- A re-direction procedure. The staff member takes the student aside and:
 1. Staff member names the behaviour that the student is displaying,
 2. Student then states and explains the expected school behaviour they should have been demonstrating,
 3. Staff member describes the likely consequences if the unacceptable behaviour continues.
 4. The staff member gives positive reinforcement when they notice the student correctly following the expectations for acceptable behaviour.

Major behaviours are those that:

- Significantly violate the rights of others.
- Put others / self at risk of harm.
- Require the involvement of school administration.
- Frequent persistent minor behaviours are also classified as major.

Major behaviours result in an immediate Unacceptable Behaviour Slip (UBS) Orange Slip, which includes a referral to the school leadership team because of their seriousness.

The Major/Minor Unacceptable Behaviours and Consequences Table below outlines our agreed rules and possible consequences in all Benaraby State School settings.

Major/Minor Unacceptable Behaviours and Consequences				
	Minor	Consequences	Major	Consequences
Be Safe	<ul style="list-style-type: none"> Running on concrete or around buildings Riding bike/ scooter/ skateboard in school grounds Incorrect use of equipment Not playing approved school games Playing in out of bounds area Playing in toilets Climbing trees Minor physical contact (e.g. pushing and shoving) Not wearing a hat in playground Not wearing shoes outside If example is not listed please seek assistance from staff Inappropriate use of technology devices or social networking sites, which impacts on the good order and management of the school 	<ul style="list-style-type: none"> Verbal Warning Classroom Behaviour System Partial or complete removal from an activity, event, or an object for a specific period of time Apology Completion of Incident Statement Responsible Thinking Slip – Pink Slip Process: Parent contact, OneSchool incident recorded. <p>Three repeated minors equals 1 Responsible Thinking Slip (RTS) – Pink Slip Process</p>	<ul style="list-style-type: none"> Possession of weapons Causing intentional damage Throwing objects Serious physical aggression Fighting Indecent exposure Possession or selling of illicit substances Serious, or continued, inappropriate use of technology devices or social networking sites, which impacts on the good order and management of the school 	<p>Major unacceptable behaviours may result in the following consequences:</p> <p>Level One: Time in office, completion of incident report, alternate lunchtime activities, loss of privileges, restitution, loss of break times, Unacceptable Behaviour Slip (UBS) Orange Slip, warning regarding future consequence for repeated offence.</p> <p>AND</p> <p>Level Two: Parent contact, OneSchool incident recorded and referral to Social Justice Committee for Individual Support Plan.</p> <p>Level Three: Students who engage in very serious unacceptable behaviours can expect that the school leadership team will propose a suspension and/or be recommended for exclusion from the school following an immediate period of suspension of 20 days or more.</p> <p>For example, these behaviours might consist of violent physical assault or causing intentional damage to property etc.</p>
Be Respectful	<ul style="list-style-type: none"> Inappropriate language (written/verbal) Inappropriate body language Calling out Poor attitude Disrespectful tone Petty theft Lack of care for the environment Not playing fairly Minor disruption to class Minor defiance Minor bullying / victimisation/ harassment 	<p>Three repeated minors equals 1 Responsible Thinking Slip (RTS) – Pink Slip Process</p>	<ul style="list-style-type: none"> Offensive / Aggressive language Verbal abuse / directed profanity Stealing / major theft Vandalism Major bullying / victimisation/ harassment Major disruption to class Blatant disrespect Major defiance 	
Be Responsible	<ul style="list-style-type: none"> Not completing set tasks that are at an appropriate level Not completing homework Not being punctual (e.g. lateness after breaks) Not in the right place at the right time Non-Compliance or Uncooperative behaviour Littering Minor dishonesty Refusing to do work 	<p>Three repeated Behaviour Slips – Pink Slip Process equals a Major Behaviour and actions a UBS process</p>	<ul style="list-style-type: none"> Leaving class or school without permission (out of sight) Leaving school without permission Major dishonesty Use of a mobile phone, voicemail, email, text messaging or filming purposes without authorisation 	

7. Emergency or Critical Incident Responses

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe unacceptable 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 unacceptable 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. The school leadership team will contact any necessary emergency services if required to diffuse and assist with the management of the situation.

Basic defusing strategies

Avoid escalating the unacceptable behaviour wherever possible based on individual incident

(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 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 back towards their usual work/activity. If the student continues with the unacceptable 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).

Safety

(For safety issues with a student a quick response is required by staff)

Physical Intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and the student is:

- Physically assaulting another student, staff or community member.
- Posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Benaraby State School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate when 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 restraint that is more forceful.

It is important that all staff understand:

- Physical intervention cannot and will not 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.

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.
- Take into account the age, stature, disability, understanding and gender of the student.

Record Keeping

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained using OneSchool reporting procedures and Department of Education policy.

The processes can be found at <http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx> online.

8. Network of Student Support

Students at Benaraby State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Senior Guidance Officer

External support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council

Consideration of Individual Circumstances

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

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

- Promoting an environment, which is responsive to the diverse needs of its students.
- Establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent.
- Recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state.
- Recognising the rights of all students to:
- Express opinions in an appropriate manner and at the appropriate time.
- Work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation.
- Receive adjustments appropriate to their learning and/or impairment needs.

Differentiated and Explicit Teaching

The following are requirements for curriculum provision, assessment and reporting to parents. These apply to Queensland state primary, secondary and special schools from Prep to Year 12.

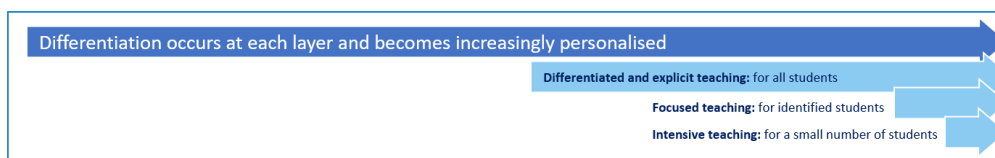
- ✓ Provide students with the required curriculum
- ✓ Assess, monitor and capture student achievement
- ✓ Set high expectations for each student and respond effectively to their current levels of achievement and differing rates of learning
- ✓ Prepare students to exit schooling with the foundation for successful lifelong learning and participation in the community
- ✓ Keep parents and students informed of the student's achievement throughout their schooling.

The core business of the Central Queensland Curriculum/Quality Teaching Team is to work with Principals, teachers, school and regional leaders to create a culture of high expectations, continuous learning and improvement.

We aim to achieve this by providing quality resources, timely advice and professional learning opportunities that focus on:

- ✓ quality teaching practices that enable deep learning
- ✓ school leadership and whole-school improvement
- ✓ quality curriculum planning and assessment practices
- ✓ explicit and targeted teaching that responds to student data and research

What teachers teach and how they teach it is at the heart of school improvement, innovation and excellence. Central Queensland's State Schooling Team seeks to work together with Principals and teachers, to support student achievement and deep learning through a determined focus on the what and how of teaching.



Focused Teaching

Approximately 10% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural

expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

Focused teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Focused teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour.

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Benaraby State School to provide focused teaching. Focused teaching is aligned to the Behaviour Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

- no longer require the additional support
- require ongoing focussed teaching
- require intensive teaching.

Benaraby State School has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations.

Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the student population who require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions about the approach will be made based on data collected from their teacher or teachers, and following consultation with the student's family.

For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

Students who require intensive teaching will be assigned an individual mentor at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Legislative Delegations

Legislation

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2017](#)
- [Human Rights Act 2019 \(Qld\)](#)
- [Information Privacy Act 2009 \(Qld\)](#)
- [Judicial Review Act 1991 \(Qld\)](#)
- [Right to Information Act 2009 \(Qld\)](#)
- [Police Powers and Responsibilities Act 2000 \(Qld\)](#)
- [Workplace Health and Safety Act 2011 \(Qld\)](#)
- [Workplace Health and Safety Regulation 2011 \(Cwth\)](#)

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](#)
- [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](#)

Some Related Resources

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

Delegations

Under the Education (General Provisions) Act 2006, state school principals are responsible for “controlling and regulating student discipline in the school”.

Principals are afforded a number of **non-delegable powers** to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school. These decision-making responsibilities cannot be delegated to other staff in the school, such as deputy principals.

The details of these responsibilities are outlined in the legislative instruments of delegation and instruments of authorisation provided below:

- [Education \(General Provisions\) Act 2006 Director-General's delegations](#)
- [Education \(General Provisions\) Act 2006 Minister's delegations](#)
- [Education \(General Provisions\) Act 2006 Director-General's authorisations](#)
- [Education \(General Provisions\) Regulation 2006 Minister's delegations](#)
- [Education \(General Provisions\) Regulation 2017 Director-General's delegations](#)

Disciplinary Consequences

The disciplinary consequences model used at Benaraby State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, sanctions and rule reminders may be used by teachers to respond to low-level or minor problem behaviours.

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 10% of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence.

For a small number of students, approximately 5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

The differentiated responses to problem behaviour can be organised into three tiers, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations.

School Policies

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.

Personal Technology Devices include, but are not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Ipods, 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.

Recording voice and images

Every member of the school community should feel confident about participating fully and freely 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 Benaraby State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc.) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

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. Use of devices 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 is not tolerated.

Students may be subject to discipline (including suspension and recommendation for exclusion) if they breach the policy by being involved in recording and/or disseminating material (through text messaging, display, internet uploading or other means) or are knowingly the subject of such a recording.

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children) are 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

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 this 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.

Temporary removal of student property

Confiscation

Benaraby State School does not have any permitted personal technology devices, which can be used contrary to this policy on school premises. School staff will confiscate all personal technology. 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.

Breaches of USB usage

The use of USB sticks are welcomed at school for assessment and classroom work only. Students are not permitted to use USB sticks for the downloading or playing of the following:

- Games
- Pictures
- Music

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 School Leadership Team.

Use of mobile phones and other devices by students

Certain personal technology devices banned from school

Students must not bring valuable personal technology devices like cameras, digital video cameras, smart phones 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. If Mobile phones are required the Office, classroom teacher and principal must know of this agreement. Students must then give phones to the class teacher or office to be kept safely for the day.

Personal technology device etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and handed into the office at the start of the day and can only be collected at the end of the day.

Preventing and responding to bullying

Benaraby State School 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.
- Ensuring the safety and well-being of all members of the school community.
-

There is no place for bullying in Benaraby 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.

Bullying behaviours that will not be tolerated at Benaraby State 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.

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.

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

Rationale

Research indicates that many unacceptable 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 unacceptable behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

The anti-bullying procedures at Benaraby State School are an addition to our already research-validated school wide 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

Attempting to address specific unacceptable 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 schoolwide 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 unacceptable behaviour, including preventing the subset of bullying behaviour
- All students know the 3 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
- 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.

The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a school wide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and on what reactions and systemic responses they should expect from adults.

Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Benaraby State School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

Benaraby State School records inappropriate behaviour and uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process

Bullying response flowchart for teachers

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

Principal – 07 49704333

First hour
Listen

- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours

Day one
Document

- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Enter the record in OneSchool
- Notify parent/s that the issue of concern is being investigated

Day two
Collect

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Day three
Discuss

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day four
Implement

- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor the student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day five
Review

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in OneSchool

Ongoing
Follow up

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in OneSchool
- Refer matter to specialist staff within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students

Appropriate use of social media

Benaraby State School embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided use can lead to negative outcomes for the user and others.

Benaraby State School is committed to promoting the responsible and positive use of social media sites and apps.

No student of Benaraby State School will face disciplinary action for simply having an account on Facebook or other social media sites.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at Appendix 3, it is unacceptable for students to bully, harass or victimise another person whether within Benaraby State School grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Benaraby State School, whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Benaraby State School engaging in appropriate online behaviour.

Role of social media

The majority of young people use social media sites and apps on a daily basis for school work, entertainment, and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.

Students need to remember that the internet is a free space and many social media sites and apps, like Facebook, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.

The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

Appropriate use of social media

Students of Benaraby State School are expected to engage in the appropriate use of social media.

Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.
- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online, you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.
- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can

lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.

- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to their parent/caregivers at all times. A student should report cyberbullying concerns to a staff member if the behaviour was to occur at school or could impact on the good order of the school.

If inappropriate online behaviour impacts on the good order and management of Benaraby State School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Benaraby State School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

Laws and consequences of inappropriate online behaviour and cyberbullying

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the Criminal Code Act 1995 (Cth) and the Criminal Code Act 1899 (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is “using a carriage service to menace, harass or cause offence to another person”.

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking
- Computer hacking and misuse
- Possession of child exploitation material
- Involving a child in making child exploitation material
- Making child exploitation material
- Distribution of child exploitation material
- Criminal Defamation

There are significant penalties for these offences.

Benaraby State School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, (School name) expects its students to engage in positive online behaviours.

Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

If at any point the principal forms a reasonable suspicion that a student has been harmed or is at risk of harm, they have a responsibility to respond in accordance with the [Student protection procedure](#).

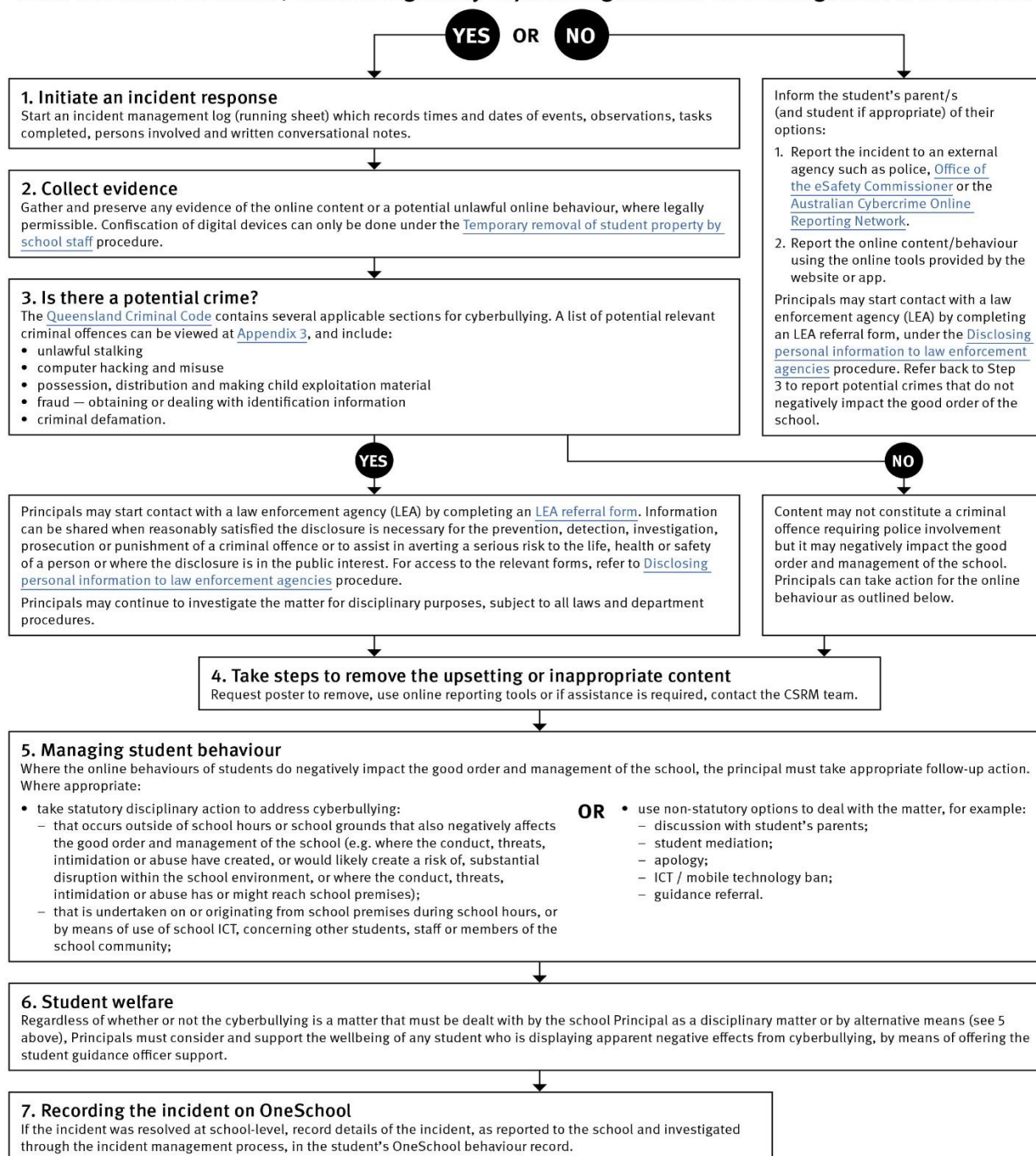
Explicit images

If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the [Temporary removal of student property by school staff procedure](#). This includes onto OneSchool records. Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the [Online Incident management guidelines](#).

Help

Refer to the [Online incident management guidelines](#) for more details, or if assistance is required, contact the Cybersafety and Reputation Management (CSRM) team on 3034 5035 or Cybersafety.ReputationManagement@qed.qld.gov.au.

Does the online behaviour/incident **negatively impact the good order and management of the school?**



Restrictive Practices

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and the student is:

- Physically assaulting another student, staff or community member.
- Posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Benaraby State School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate when 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 restraint that is more forceful.

It is important that all staff understand:

- Physical intervention cannot and will not 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.

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.
- Take into account the age, stature, disability, understanding and gender of the student.

Record Keeping

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained using OneSchool reporting procedures and Department of Education policy. The processes can be found at <http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx> online.

Critical Incidents

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe unacceptable 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 unacceptable 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. The school leadership team will contact any necessary emergency services if required to diffuse and assist with the management of the situation.

Basic defusing strategies

Avoid escalating the unacceptable behaviour wherever possible based on individual incident

(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 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 back towards their usual work/activity. If the student continues with the unacceptable 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).

Safety- (For safety issues with a student a quick response is required by staff)

Related Procedures and Guidelines

Students at Benaraby State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Senior Guidance Officer

External support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council

Consideration of Individual Circumstances

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

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

- Promoting an environment, which is responsive to the diverse needs of its students.
- Establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent.
- Recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state.
- Recognising the rights of all students to:
 - Express opinions in an appropriate manner and at the appropriate time.
 - Work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation.

Receive adjustments appropriate to their learning and/or impairment needs

- [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](#)

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](#)
- [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](#)

Resources

School Behaviours Matrix

Benaraby State School

School Criteria and Standards for Behaviour, Effort and Homework

Student Name: _____ Grade Level: _____ Term: _____ Year: _____

	Excellent (A)	Very Good (B)	Sound (C)	Developing (D)	Unacceptable (E)
Effort	<input type="checkbox"/> Consistently uses and seeks feedback to improve work. <input type="checkbox"/> Consistently positively contributes to discussion in whole class and group contexts. <input type="checkbox"/> Consistently manages independent tasks effectively. <input type="checkbox"/> Consistently independently reflects and self-assesses, setting challenging and relevant goals for improvement. <input type="checkbox"/> Consistently completes all class work. <input type="checkbox"/> Consistently is prepared and organised with equipment at all times. <input type="checkbox"/> Consistently adheres to bookwork policy.	<input type="checkbox"/> Usually uses feedback to improve work. <input type="checkbox"/> Usually actively contributes relevant contributions to whole class and group contexts. <input type="checkbox"/> Usually manages independent tasks reasonably well. <input type="checkbox"/> Usually independently reflects and self-assesses, setting challenging and relevant goals for improvement. <input type="checkbox"/> Usually completes most class work. <input type="checkbox"/> Usually is prepared and organised with all equipment. <input type="checkbox"/> Usually adheres to bookwork policy.	<input type="checkbox"/> Sometimes uses feedback to improve work. <input type="checkbox"/> Sometimes makes contributions to whole class and group contexts/ minor distractions. <input type="checkbox"/> Sometimes can work independently with some guidance. <input type="checkbox"/> Sometimes reflects and self-assesses when requested, and with support, sets relevant goals for improvement. <input type="checkbox"/> Sometimes completes class work. <input type="checkbox"/> Sometimes is prepared and organised with all equipment. <input type="checkbox"/> Sometimes adheres to bookwork policy.	<input type="checkbox"/> Rarely acknowledges feedback provided/rarely seeks help or accepts help willingly. <input type="checkbox"/> Rarely makes contributions that help the group/class. <input type="checkbox"/> Rarely works independently/may procrastinate. <input type="checkbox"/> Rarely reflects and self-assesses when requested. Needs significant guidance to set goals. <input type="checkbox"/> Rarely completes minimal class work even with substantial support. <input type="checkbox"/> Rarely is prepared and organised with equipment. <input type="checkbox"/> Rarely adheres to bookwork policy.	<input type="checkbox"/> Never acknowledges feedback provided/does not seek help or accept help willingly. <input type="checkbox"/> Never attempts to contribute in whole class and group/class. <input type="checkbox"/> Never works independently. Requires consistent support and re-direction when completing working. Always looking for opportunities to procrastinate. <input type="checkbox"/> Never reflects and self-assesses when requested. Needs significant guidance to set goals. Often refusal to engage. <input type="checkbox"/> Never completes class work even with significant support and adjustments. <input type="checkbox"/> Never is prepared and organised with equipment. <input type="checkbox"/> Never adheres to bookwork policy.
Behaviour	<input type="checkbox"/> Consistently is compliant upon teacher redirection. <input type="checkbox"/> Consistently shows respect for all staff, volunteers and peers during interactions evident by appropriate language and tone of voice. <input type="checkbox"/> Consistently listens to and supports the efforts of others. <input type="checkbox"/> Consistently models safe behaviour to keep self and others safe. <input type="checkbox"/> Consistently accepts responsibility for own actions, behaviour and consequences. <input type="checkbox"/> Consistently respects property and physical space while encouraging others to do likewise. <input type="checkbox"/> Consistently student is positively compliant with routines and rules and encourages others to do so.	<input type="checkbox"/> Usually is compliant upon teacher redirection. <input type="checkbox"/> Usually shows respect for all staff, volunteers and peers during interactions evident by appropriate language and tone of voice. <input type="checkbox"/> Usually listens to and supports the efforts of others. <input type="checkbox"/> Usually models safe behaviour to keep self and others safe. <input type="checkbox"/> Usually accepts responsibility for own actions, behaviour and consequences. <input type="checkbox"/> Usually respects property and physical space while encouraging others to do likewise. <input type="checkbox"/> Usually student is positively compliant with routines and rules.	<input type="checkbox"/> Sometimes is compliant upon teacher redirection. <input type="checkbox"/> Sometimes shows respect for teachers and peers, evident by appropriate language and tone of voice. <input type="checkbox"/> Sometimes listens to and supports the efforts of others. <input type="checkbox"/> Sometimes models safe behaviour to keep self and others safe. <input type="checkbox"/> Sometimes accepts responsibility for own actions, behaviour and consequences. <input type="checkbox"/> Sometimes respects property and physical space while encouraging others to do likewise. <input type="checkbox"/> Sometimes student is compliant with routines and rules.	<input type="checkbox"/> Rarely is compliant upon teacher redirection. <input type="checkbox"/> Rarely shows respect for teachers and peers, evident by appropriate language and tone of voice. <input type="checkbox"/> Rarely listens to and supports the efforts of others. <input type="checkbox"/> Rarely models safe behaviour to keep self and others safe. <input type="checkbox"/> Rarely accepts responsibility for own actions, behaviour and consequences. <input type="checkbox"/> Rarely respects property and physical space while encouraging others to do likewise. <input type="checkbox"/> Rarely student is compliant with routines and rules.	<input type="checkbox"/> Never is compliant upon teacher redirection. <input type="checkbox"/> Never shows respect for teachers and peers, evident by inappropriate language and/or tone of voice and physical interactions. <input type="checkbox"/> Never shows interest in listening to and supporting the efforts of others. <input type="checkbox"/> Never models safe behaviour to keep self and others safe. <input type="checkbox"/> Never accepts responsibility for own actions, behaviour and consequences. <input type="checkbox"/> Never respects property and physical space while encouraging others to do likewise. <input type="checkbox"/> Never is student compliant with routines and rules.
Homework	<input type="checkbox"/> Consistently completes homework.	<input type="checkbox"/> Usually completes homework.	<input type="checkbox"/> Sometimes completes homework.	<input type="checkbox"/> Rarely completes homework.	<input type="checkbox"/> Never completes homework.

Incident Report

Name: _____ **Grade:** _____

Date of Incident: _____ **Time frame of Incident:** _____

Location of Incident: _____

Any staff that saw the Incident: _____

Any students involved in the Incident:

Write out what happened. Remember details such as who, what, when, where, why:

[illegible]

Student Signature: _____ Date: _____

Responsible Thinking Slips (RTS) Pink Slips

Responsible Thinking Slip – RTS (Pink Slip)

Name: _____

Grade: _____ **Class:** _____

Attendance Dates: _____

Referring Teacher: _____

Rule Broken: (Please Circle)

Be Safe

Be Responsible

Be Respectful

Be A Learner

Reason for Referral:

Unacceptable Behaviour Slip - UBS (Orange Slip)

Name: _____

Grade: _____ **Class:** _____

Attendance Dates: _____

Referring Teacher: _____

Rule Broken: (Please Circle)

Be Safe

Be Responsible

Be Respectful

Be A Learner

Reason for Referral:



Behaviour Reflection Sheet

Name: _____

Date: _____

Class: _____

What did I do?

How did I feel? 😊 ☹️

How did the other person feel? 😊 ☹️

What rule did I break?

Student: _____

Supervising Teacher: _____

Student Name:

Student Class:

Date:



What happened and what did you do?

What is the rule?

What can I do to solve this situation by myself?

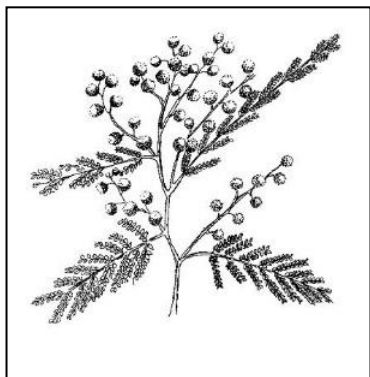
What would be a better choice for next time?

What should the consequence be if I do this again?

Student: _____

Supervising Teacher: _____

Individual Behaviour Support Plan



Plan Implementation Date:

Plan Review Date:

Student:

DOB:

Class:

Parents/Carers:

Teacher(s):

Signatures: _____ (Parents)

_____ (Classroom Teacher/s)

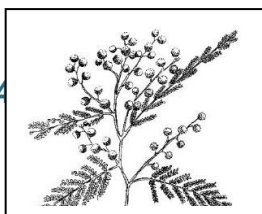
Reactive Behaviour Support		Support Strategies	
Target Behaviour(s)	Anticipation (Triggers to the Behaviour)	Behaviour (How will the behaviour be managed as it is happening?)	Consequences (Consequences for Exhibiting the Behaviour)

Proactive Behaviour Support

Antecedent (Setting Expectations)	Behaviour (During the Behaviour)	Consequences (After Desired Behaviour Exhibited)
Seating Arrangements <input type="checkbox"/> Specialised desk/chair <input type="checkbox"/> Peer neighbour(s) <input type="checkbox"/> Proximity to Adult <input type="checkbox"/> Proximity to Board <input type="checkbox"/> Other _____ Class Schedule/Timetable <input type="checkbox"/> Visual Representation <input type="checkbox"/> Individual Schedule <input type="checkbox"/> Morning Routine <input type="checkbox"/> Referred to throughout day <input type="checkbox"/> Other _____ Classroom Procedures <input type="checkbox"/> Transitioning Structure <input type="checkbox"/> Morning Routine <input type="checkbox"/> Links with schedule <input type="checkbox"/> Resources accessible without adult intervention <input type="checkbox"/> Other _____ Classroom Environment <input type="checkbox"/> Clearly defined workspaces <input type="checkbox"/> Minimisation of distractions <input type="checkbox"/> Minimal access to items	Desired Target Behaviour - Redirection- <input type="checkbox"/> Verbal <input type="checkbox"/> Physical <input type="checkbox"/> Visual <input type="checkbox"/> Gestural <input type="checkbox"/> Other _____ Choices- <input type="checkbox"/> Verbal <input type="checkbox"/> Visual <input type="checkbox"/> Gestures <input type="checkbox"/> Other _____ Encouraging- <input type="checkbox"/> Verbal <input type="checkbox"/> Gestural <input type="checkbox"/> Reinforcer- <input type="checkbox"/> Modelling <input type="checkbox"/> Other _____ Attending - <input type="checkbox"/> No attention <input type="checkbox"/> Showing Interest Cues/Prompts- <input type="checkbox"/> Verbal <input type="checkbox"/> Gestural <input type="checkbox"/> Physical Other <input type="checkbox"/> _____ <hr/> Desired Target Behaviour - Redirection- <input type="checkbox"/> Verbal <input type="checkbox"/> Physical <input type="checkbox"/> Visual <input type="checkbox"/> Gestural <input type="checkbox"/> Other _____ Choices- <input type="checkbox"/> Verbal <input type="checkbox"/> Visual <input type="checkbox"/> Gestures <input type="checkbox"/> Other _____ Encouraging- <input type="checkbox"/> Verbal <input type="checkbox"/> Gestural <input type="checkbox"/> Reinforcer- <input type="checkbox"/> Modelling <input type="checkbox"/> Other _____ Attending- <input type="checkbox"/> No attention <input type="checkbox"/> Showing Interest Cues/Prompts- <input type="checkbox"/> Verbal <input type="checkbox"/> Gestural <input type="checkbox"/> Physical Other <input type="checkbox"/> _____	Reinforcers of Desired Behaviour Material <input type="checkbox"/> _____ Activity <input type="checkbox"/> _____ Token <input type="checkbox"/> _____ Social <input type="checkbox"/> _____ Privilege <input type="checkbox"/> _____ Self-Satisfaction <input type="checkbox"/> _____ Other <input type="checkbox"/> _____ _____ <hr/> Reinforcers of Desired Behaviour Material <input type="checkbox"/> _____ Activity <input type="checkbox"/> _____ Token <input type="checkbox"/> _____ Social <input type="checkbox"/> _____ Privilege <input type="checkbox"/> _____ Self-Satisfaction <input type="checkbox"/> _____ Other <input type="checkbox"/> _____

<p>Communication</p> <p><input type="checkbox"/> PECS (S → T)</p> <p><input type="checkbox"/> Adaptive Technology (S → T)</p> <p><input type="checkbox"/> Picture Cards (S ↔ T)</p> <p><input type="checkbox"/> Signing/gestures (S ↔ T)</p> <p><input type="checkbox"/> Verbal (S ↔ T)</p> <p><input type="checkbox"/> Other _____</p> <p>Other Strategies</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p>	<p>Desired Target Behaviour -</p> <p>Redirection- <input type="checkbox"/> Verbal <input type="checkbox"/> Physical <input type="checkbox"/> Visual</p> <p><input type="checkbox"/> Gestural <input type="checkbox"/> Other _____</p> <p>Choices- <input type="checkbox"/> Verbal <input type="checkbox"/> Visual <input type="checkbox"/> Gestures</p> <p><input type="checkbox"/> Other _____</p> <p>Encouraging- <input type="checkbox"/> Verbal <input type="checkbox"/> Gestural <input type="checkbox"/></p> <p>Reinforcer- <input type="checkbox"/> Modelling <input type="checkbox"/> Other _____</p> <p>Attending- <input type="checkbox"/> No attention <input type="checkbox"/> Showing Interest</p> <p>Cues/Prompts- <input type="checkbox"/> Verbal <input type="checkbox"/> Gestural</p> <p><input type="checkbox"/> Physical</p> <p>Other <input type="checkbox"/> _____</p>	<p>Reinforcers of Desired Behaviour</p> <p>Material <input type="checkbox"/> _____</p> <p>Activity <input type="checkbox"/> _____</p> <p>Token <input type="checkbox"/> _____</p> <p>Social <input type="checkbox"/> _____</p> <p>Privilege <input type="checkbox"/> _____</p> <p>Self-Satisfaction <input type="checkbox"/> _____</p> <p>Other <input type="checkbox"/> _____</p> <p>_____</p>
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Positive Behaviour Contract



Telephone: (07) 4970 4333
17 O'Connor Road, Benaraby, QLD,

Email: the.principal@benarabyss.eq.edu.au
Website: <https://benarabyss.eq.edu.au>

Positive Behaviour Contract

This contract is an enforceable contract between Benaraby State School and the student named in this contract. A breach of this contract will result in consequences against the student who has signed and agreed to the contents of this contract.

At Benaraby State School, we expect all students to follow the four school rules. These being as follows:

1. Be Safe
2. Be Respectful
3. Be Responsible
4. Be a Learner

Additional expectations for STUDENT:

- STUDENT SPECIFIC EXPECTATIONS NEGOTIATED WITH PRINCIPAL, PARENTS AND STUDENT
- For Example: To complete work to a standard set by the teacher/teacher aide

A breach of this contract will result in one of the following consequences being taken:

- First Offence: STUDENT SPECIFIC
- Repeat Offence: STUDENT SPECIFIC

Further persistent breaches of this contract may result in a more serious consequence at Benaraby State School being imposed.

All of the above will be carried out in accordance with Education Queensland's Code of School Behaviour and the Safe, Supportive and Disciplined School Environment Policy (SMS-PR-021).

I _____ agree to comply with the School Code of Behaviour and this contract and understand the consequences if I do not.

Student's Signature: _____ Date: _____




Principal's Signature: _____ Date: _____

Class Teacher's Signature: _____ Date: _____

Parent/Guardian's Signature: _____ Date: _____

OneSchool Recording

Record Incident (Single Student)



Student Involved *	
Student*	Family name <input type="text"/> Given names <input type="text"/> 
Staff member * Sarah-Jane Clark (CLARSA) 	
Date of Incident*	<input type="text" value="28-Oct-2015"/> 
Incident Type*	<input type="text" value="v"/>
Period *	<input type="text" value="v"/>
Location Category*	<input type="text" value="v"/>
Subject	<input type="text" value="v"/>
Restricted to *	<input type="text" value="v"/>
Witnesses	Select Witnesses

Incident Details *

Incident details should include information on:

- Location
- Staff and students present
- Lesson or event
- Observed behaviour of the student
- Who or what the behaviour was directed toward
- Action taken to de-escalate the behaviour


7000 characters maximum - 7000 characters remaining

  [Guidelines](#)

Behaviour Strategies

Categories *	Strategies	Motivation for Behaviour	Referrals
<input type="checkbox"/> Dress code <input type="checkbox"/> IT misconduct <input type="checkbox"/> Late <input type="checkbox"/> Lying/Cheating <input type="checkbox"/> Misconduct involving object <input type="checkbox"/> Non compliant with routine	<input type="checkbox"/> Apology <input type="checkbox"/> Exclusion <input type="checkbox"/> Formal suspension <input type="checkbox"/> In school playground only suspension <input type="checkbox"/> In school suspension - playground and classroom	<input type="text"/>	<input type="text"/>

Record of contact

Edit	Date of Contact	Contact Type	Contact Details
			

Attachments

Open	Delete	Name
<div> Add New </div>		

Total found: 0

Save



In accordance with the *Information Privacy Act 2009* and the *Right to Information Act 2009*, all school-based employees need to be vigilant in the way personal information (of staff and students) is collected, stored, accessed, amended, used and disclosed.

Please remember that any information you record here may be released to the student and their family, and may be used to inform future decisions regarding the student's education.

Conclusion

Benaraby State School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions where parents need to raise a concern or make a complaint about an issue you feel is adversely affecting their child's education.

All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner. As a parent or carer, you can express dissatisfaction with the service or action of the Department of Education or its staff, including decisions made or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:

- give us a clear idea of the issue or concern and your desired solution
- provide all the relevant information when making the complaint
- understand that addressing a complaint can take time
- cooperate respectfully and understand that unreasonable, abusive, or disrespectful conduct will not be tolerated
- let us know if something changes, including if help is no longer needed.

The Department of Education may not proceed with your complaint if your conduct is unreasonable.

In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process.

The following three-step approach assists parents and school staff in reaching an outcome that is in the best interests of the student:

1. Early resolution: discuss your complaint with the school

The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#).

Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).

2. Internal review: [contact the local Regional Office](#)

If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.

3. External review: contact a review authority

if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

Some matters need to be handled in a different way to school matters and will be referred to other areas in the department. These include:

- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the [Student protection procedure](#).
- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the [Excluded complaints factsheet](#).