



The Code of  
**School  
Behaviour**

Better Behaviour  
Better Learning



# ***GREENBANK STATE SCHOOL***

## ***Responsible Behaviour Plan for***

***based on The Code of School Behaviour***

## ***Responsible Behaviour Plan for Students***

*Last updated April 2017*



## The Code of School Behaviour

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### 1. Purpose

Greenbank 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.

### 2. Consultation and Data Review

#### Consultation

Greenbank State School developed this plan in collaboration with our school community. Consultation with parents, staff and students was undertaken. A review of school data relating to attendance, unexplained absences, school disciplinary absences and behaviour incidents also informed the developmental process.

#### Data Review and Analysis

A range of data is collected, held and analysed at Greenbank State School. This data includes:

- External suspension data – total, cohort and individual frequency
- Internal withdrawal data – total, cohort and individual frequency
- Thinking Room data – total, cohort and individual frequency
- Time, Location and Learning Area specific data
- Positive Reinforcement data – total and cohort data

The data is collated each term by the Deputy Principal and is shared, discussed and analysed at administration, staff and school council meetings as deemed appropriate. The outcomes of this analysis and discussion inform:

- Individual behaviour and risk management plans
- Staff professional development
- School Strategic Planning
- Utilisation and deployment of staff e.g. playground duty, class lists, etc
- School Social Skills Program
- Parent information sessions

### 3. Learning and behaviour statement

Our vision, **“Creating a World of Difference – The Greenbank Way”**, is based on a shared belief that everyone is a learner and has a unique contribution to



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make. In our school, this creates a focus on unlocking the promise that lies in individuals to make a difference.

Promise is unlocked by:

- *Creating* safe places in which to learn
- *Developing* meaningful and respectful relationships
- *Engaging* each other in learning
- *Connecting* and *applying* learning to the world for a sustainable future
- *Empowering* each other to make our unique contribution
- *Daring* to think 'outside the box'

At Greenbank State School we aim to engage students in forms of deep learning that develop in them the knowledge, values and skills to move with others through their own sustainability transition, develop a strong sense of place and act with compassion, responsibility and creativity in the World.

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

#### Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Greenbank 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 provide a framework for responding to unacceptable behaviour. In order to effectively support the Responsible Behaviour Plan for Students, proactive processes, procedures and strategies are implemented in classrooms and in the playground.

As a school we have expected roles and responsibilities for all school community members as follows:

#### All School Community Members

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

#### Students

- Behave in a responsible manner
- Follow school rules
- Take responsibility for their own behaviour and learning
- Learn to the best of their ability and actively participate in the school's education program



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- Co-operate with staff and others in authority
- Strive for personal success
- Value and respect all school community members including themselves
- Value and respect all school community property

## **Teachers**

### **1. Building Relationships**

- Know students as individuals
- Find out their interests, personalities and friends

### **2. Planning and organisation of classroom and lessons to engage students in purposeful learning. Consider:**

- Delivering a relevant and engaging curriculum
- Ways to minimise opportunities for disruption
- Furniture layout
- Scanning (up-front, on-task)
- Ways to create an aesthetically pleasing and functional classroom
- Providing a balanced approach to curriculum that caters to the needs of individuals
- Grouping of students
- Mixed abilities (matching)
- Pacing of the lesson
- Conveying interest with enthusiasm
- Use of humour
- Creating a positive atmosphere
- Teaching and evaluating students
- Providing a safe and supportive learning environment
- Valuing and respecting all school community members
- Strengthening self-confidence and self-worth amongst students
- Initiating and maintaining constructive communication and relationships with students and parents/carers
- Encouraging parents to take an active interest in the progress of their child
- Exchanging ideas on quality teaching practices regularly and openly
- Creating exciting and active learning environments
- Implementing behaviour management strategies
- Providing skills which assist students to make responsible choices
- Contributing positively to behaviour support plans which concern students in their care
- Role modelling self-managing behaviours



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### 3. Recognising and reinforcing positive behaviour practices

- Negotiated classroom rewards
- Verbal and non-verbal praise
- Stickers
- Focused free time
- Awards presented on parade
- Special jobs/responsibilities
- Gotcha tokens and wristbands
- Weekly Gotcha token raffle
- Whole school Gotcha end of term reward
- Student positive behaviour postcards

### 4. Raising personal behaviour awareness (stance, tone of voice)

### 5. Modelling expected courtesies

### 6. Emphasis on rights-enhancing behaviour, with regular encouragement

### 7. Making the routines and procedures clear

### 8. Applying Reprimands

- Use them sparingly
- Be firm, not aggressive
- Target specific behaviour
- Address the behaviour, not the person
- Make reprimands private rather than public
- Avoid sarcasm and idle threats

### 9. At all times be **CONSISTENT**, **PERSISTENT** and if needs be, **INSISTENT**

### 10. Have clear, positive rules and know the consequences for significant rule breaking

### 11. Be aware of the importance of follow up

#### Principal

- Contribute to a supportive school environment
- Role model self-managing behaviours
- Value and respect all school community members
- Strengthen self-confidence and self-worth amongst students
- Reflect and implement the values and beliefs of the school community



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- Encourage parents to take an active interest in the progress of their child
- Provide skills which assist students to make responsible choices
- Play a strong leadership role in implementing and communicating the school's *Responsible Behaviour Plan for Students*
- 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 school's *Responsible Behaviour Plan for Students* and facilitate professional development to improve the skills of staff to promote responsible behaviour

#### **Administrative Support Staff**

- Support classroom teachers in the location and allocation of resources
- Complete tasks as directed by the Principal
- Contribute to a supportive school environment
- Value and respect all school community members
- Role model self-managing behaviours

#### **Teacher Aides**

- Value and respect all school community members
- Role model self-managing behaviours
- Contribute to a supportive school environment
- Implement behaviour management strategies
- Prepare and supervise student work areas, e.g. small group activities, playground duty
- Support classroom teachers in the implementation of programs
- Complete tasks as directed by classroom teachers or Principal e.g. record keeping, preparing resources

#### **Parents/Community**

- Value and respect all school community members
- Role model self-managing behaviours
- Ensure children are equipped for school, arrive and depart punctually
- Ensure children attend school daily unless ill
- Show an active interest in their child's schooling and progress
- Co-operate 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



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- Initiate and maintain constructive communication and relationships with school staff regarding their child's learning, wellbeing and behaviour e.g. report any incidents to class teacher or Administration
- Contribute positively to behaviour support plans that concern their child

### Proactive Practices

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

- Key items in the school newsletter, enabling parents to be actively and positively involved in school behavioural expectations
- Encouraging parent involvement in day to day school activities, enabling parents to witness and experience school behavioural expectations
- Weekly parade awards acknowledging students displaying behaviours that meet or exceed school expectations
- The Gotcha reward system recognises positive student behaviour outside the classroom
- Golden Broom Award is an incentive for students to take ownership and pride of their school environment
- Comprehensive induction programs in the school's *Responsible Behaviour Plan for Students* delivered to new staff
- Individual support profiles 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

A set of behavioural expectations in specific settings has been attached to each of our three school rules. (See Page 8)

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

- Specific social skill lessons conducted by classroom teachers
- Reinforcement of learning from behaviour lessons on Parade and during active supervision by staff during classroom and non-classroom activities



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## SCHOOL RULES

All behaviour at school is based on THREE school rules.

### 1. We display **GOOD MANNERS** at all times:-

- Follow directions from all staff and visitors immediately without speaking back.
- Use acceptable written, spoken and body language.
- Enter and leave classrooms with the permission of the teacher.
- Arrive promptly for the beginning of each session, ready to begin work at the second signal.

### 2. We behave in a **SAFE** way in all activities.

- Play only in designated play areas.
- Do not use or bring to school any dangerous objects (such as stones, sticks, sharp implements and weapons) or inappropriate items (such as chewing gum and aerosols etc.) or unsuitable toys, books, magazines or digital media.
- Choose appropriate games and behaviour and exclude any activities which could hurt ourselves, others or damage clothing and property.
- Wear appropriate clothing at school including shoes and hats. The only jewellery items allowed are studs, sleepers and watches. These must be removed for organised sport.
- Walk on concrete areas and in and around buildings.
- Bicycles and scooters may only be pushed in the school grounds. Follow all road rules, including the wearing of helmets, when travelling to and from school. Skateboards are not permitted at school.
- Enter the school car park accompanied by a parent/caregiver.
- Enter and exit the school through the smaller gates to the front and side of the school.

### 3. We respect our **SCHOOL ENVIRONMENT**.

- Respect school property, school work and items belonging to ourselves and others.
- Eat during lunch breaks in our designated eating areas and put rubbish in bins.
- Value and care for the flora and fauna in our environment.

The school's Code of Conduct incorporates the basic school rules previously stated and additionally, the following behaviours are expected in order to improve the whole school climate.





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## CODE OF CONDUCT

This is only a sample of the positive behaviours expected and generally reflects good manners:

- Showing kindness and consideration for the feelings of others
- Taking hats off when entering a room or during anthems
- Knocking before entering a room
- Standing aside for adults in walkways and doorways
- Using 'please', 'thankyou', 'excuse me' when making requests at office, tuckshop, library or classroom
- Addressing and greeting other students and adults appropriately
- Applauding politely during award and parade presentations
- Showing respect while pledge and anthem are being recited and sung
- Displaying good sportsmanship during games and sport by congratulating or thanking opponents
- Accepting referees'/umpires'/judges' decisions without question
- Keeping to the left of the walkways
- Dressing appropriately and being neatly groomed
- Displaying appropriate listening habits
- Accepting consequences for own behaviour
- Reporting responsibly



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## School Wide Positive Behaviour Support

Greenbank State School acknowledges the role of explicitly teaching behaviour and reinforcing it in a timely manner. Positive Behaviour Support at Greenbank State School is driven by the following programs/processes:

### Greenbank State School Social Skills Program

Core behaviours identified by the school staff and directly linked to the Greenbank State School Planks, are taught in class and on a weekly basis in a consistent manner across the school. Additionally, the social skill of the week and its associated common language is presented at the weekly parade and is reinforced through school wide positive reinforcement strategies (e.g. GOTCHA, positive praise, etc).

### GOTCHA Reward System (See Appendix 8)

The GOTCHA reward system provides staff with the opportunity to provide immediate reinforcement when the identified positive behaviour is achieved. Greenbank Gotchas are positive behaviour tokens given to students demonstrating The Greenbank Way. Alternatively, they can be given to students demonstrating the Social Skill of the Week. Students can earn Gotcha bands after receiving a targeted number of tokens (20 for bronze, 30 for silver, 40 for gold).

GOTCHAs are used for behaviour outside of the classroom; e.g. playground, bus, and stop, drop and go areas. Each classroom will have a class list on the inside of the door. As students enter the room after a break, the teacher will stand at the door and tally the number of Gotchas each student received during the break. After presenting a Gotcha token to the classroom teacher (and receiving a tally mark in line with sports houses), students are to place it into the allocated year level box in the office at the next available break period. Each week on parade, one Gotcha Token will be drawn out of each box. The lucky person whose name is written on each token will win a prize.

GOTCHA awards received by students accrue points for each sports house. The winning house each term is acknowledged publicly on the school parade and wins a team prize (PE games in the hall on the last Thursday of each term). This data is also presented each term to the principal as part of the school's behaviour data review.



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### **Connected Greenbank Kid Postcard (See Appendix 9)**

Each term classroom teachers will identify four (4) children who have displayed qualities of the Connected Greenbank Kid. These children will be acknowledged with a personalized message written on a postcard that will be sent home to parents by the teacher.

### **Greenbank Way Award (See Appendix 11)**

At the end of each term, classroom teachers will award one child per class with a Greenbank Way Award. The recipients of these awards will be presented on the week 10 parade of each term.

### **The Golden Broom Reward System**

To encourage the students to take personal ownership and pride in their school environment, students are responsible for maintaining the neatness both in and outside of their classroom. Each Friday a Deputy Principal will judge which block is presented to be the most neat and tidy. The winning class will be presented with 'The Golden Broom' on our weekly parade and each student will also receive a Gotcha Token.

## **Targeted Behaviour Support**

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

In the first instance, inappropriate behaviours are dealt with by the supervising teacher with immediate action taken e.g. warning, time out, community service, counselling.

However, if behaviours are of a serious nature whereby the safety or well being of others could be compromised, then those involved should be referred to the administration. Initial investigation should be conducted prior to the referral being made. Each incident is investigated and treated on its merits with all parties (perpetrators, victims and witnesses) given the opportunity to provide their point of view.

### **Preferred behaviour when disciplining students**

- Maintain eye contact.
- Use a respectful voice tone (speak clearly, firmly).
- Watch proximity (not too close or overbearing in body language).



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- Refer to appropriate class or school rule. Avoid arguing, be assertive, take the student aside, give clear choice and follow up later. Match teacher behaviour to level of disruption.
- The successful achievement of an effective program for managing student behaviour must take into account the following three related aspects of discipline:
  - **Preventative** - action to prevent unnecessary disruptions
  - **Corrective** - action to correct problems when they arise
  - **Supportive** - action to employ support procedures and processes

### Correct Action Progression

- **Tactical ignoring** – a decisive choice not to notice low level disruptive behaviour.
- **Simple directions** – establish eye contact, speak clearly, briefly, firmly, expect compliance.
- **Question and feedback** – use a “what” question to break into disruption cycle and obtain feedback from student.
- **Rule reminder** – remind the disruptive student/s of an established rule and restate direction.
- **Simple choice** – form of final warning – eg. “In your bag” or “on my desk, thanks”.
- **Isolation from peers** – an option to exit from the room is to send an overly disruptive student to:
  - a) An alternate classroom (previously negotiated Buddy Class) with appropriate supervision and/or support.
  - b) Administration (overly aggressive behaviour/repeated offences) with appropriate supervision and/or support.

**Students are NOT to be placed outside a classroom or away from direct teacher supervision.**

**BLOCKING** can be incorporated into the Corrective Action Progression. If a student argues or procrastinates, use “blocking” – a verbal strategy that reasserts a teacher’s fair direction, using the same form of words – repetitively (sometimes known as broken record).

SUPPORTIVE ACTION – Action to provide support for teacher and student

- **Time out**  
An appropriately timed cooling off period or withdrawal under supervision of another teacher or Administration.
- **Contracting/Counselling**



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Any process to lead to a behaviour agreement. This may include discussion between the class teacher, Administration, parents, Guidance Officer, Support Teacher: Literacy and Numeracy.

- **Formal support process**

A parent conference with Administration and the Guidance Officer.

Referral to external agencies will be provided as needed e.g. SPOT Plus, Child Youth and Mental Health, Advisory Visiting Teachers: Behaviour, Autism Spectrum Disorder, Physical Impairment and Hearing Impairment.

- **Planning**

Adjustments are made to classroom programs, Individual Support Plans, Educational Support Plans, etc. as required to address individual student needs.

- **Daily Behaviour Report Sheet**

Individual student behaviour goals are tracked and monitored by teachers and administration through the use of Daily Behaviour Report Sheets and/or books.

- **Referral to Administration**

Where incidents of misbehaviour are considered serious enough to warrant referral to the Administration, the following procedure is to be followed:

- A staff member contacts a Deputy Principal or Principal and makes a verbal report  
or
- A staff member accompanies the referred student to the office and makes a verbal report and/or submits a behaviour referral form (pink slip)  
or
- A staff member calls a member of the Administration to attend site of incident using the telephone or sending a red or orange card  
or
- A behaviour referral form (pink slip – see Appendix) is completed and passed to the Administration for follow up

### **Intensive behaviour support**

Greenbank State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The Administration team supports staff by:



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- Working with other staff members to develop appropriate behaviour support strategies
- Using behaviour data for the identification of students requiring individualised support
- Demonstrating flexibility in the creation of alternative learning options
- Monitoring the impact of support for individual students through continuous data collection
- Making adjustments as required for students
- Working with the school Guidance Officers, Head of Special Education Services, Special Education Staff, District Behaviour Advisory Visiting Teachers and external agencies to achieve continuity and consistency

Once a student is identified, a member of the administration contacts parents and any relevant staff members to form a support team and begins the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and his/her family, a representative from the school's administration and district based behavioural support staff.

## 2. Emergency responses or critical incidents

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

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

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

### **Basic defusing strategies**

#### *Avoid escalating the problem behaviour*

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

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

Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully,



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avoid humiliating the student, be matter of fact and avoid responding emotionally.

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

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

### *Follow through*

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

### *Debrief*

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

## **Physical Restraint**

Physical restraint is only recommended when all less restrictive methods of intervening have been exhausted, and when the individual presents a danger to self or others. Even when physical restraint is employed it is used in such a way to allow the person an opportunity to calm down at his/her own pace.

School staff are responsible for:

- using physical restraint
  - as an immediate or emergency response
  - as part of student's individual plan, including prevention of self-harming behaviours
  - when other options have been considered such as allowing the student to withdraw or move away, or moving other people from the situation
  - after considering the welfare of student, staff and other students
  - with such force as is [reasonable under the circumstances](http://www.legislation.qld.gov.au/LEGISLTN/CURRENT/C/CriminCode.pdf) ( <http://www.legislation.qld.gov.au/LEGISLTN/CURRENT/C/CriminCode.pdf> )
  - in conjunction with teaching and reinforcement of alternative appropriate behaviour
  
- developing strategies to deal with situations involving the use of physical restraint by
  - using [risk management procedures](http://education.qld.gov.au/health/safety/managing/risk.html) <http://education.qld.gov.au/health/safety/managing/risk.html>
  - following procedures in accordance with [Code of Conduct](http://education.qld.gov.au/corporate/codeofconduct/index.html) <http://education.qld.gov.au/corporate/codeofconduct/index.html>



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- following the [Student protection procedure](http://ppr.det.qld.gov.au/education/community/Pages/Student-Protection.aspx)  
<http://ppr.det.qld.gov.au/education/community/Pages/Student-Protection.aspx>
- considering any issues that might exacerbate the situation such as
- body language, tone of voice or facial expressions
- student's sensitivity to sounds or touch
- student's methods of communication
- assuming a calm demeanour to avoid escalating student's behaviour
- maintaining appropriate observation or monitoring of student during and after incident of physical restraint
- following specific processes for
- Physical Restraint - Immediate or Emergency Response
- Physical Restraint – Planned Response including Prevention of Self-Harming Behaviours (individual plan).

#### Record Keeping

Each instance involving the use of physical restraint must be formally documented. The following records must be maintained:

- OneSchool behaviour incident entry
- OneSchool record of contact entry
- Debriefing Report (for student and staff)

Please note that these guidelines do not apply to planned use of physical restraint for students with severe self-injurious (e.g. head banging) or self-harming (e.g. deliberate cutting of self) behaviours. The use of physical restraint as a planned strategy for self-injurious or self-harming behaviours can only be considered within an intensive behaviour support program for a specific individual.

### 3. Consequences for unacceptable behaviour

Greenbank State School makes systematic efforts to prevent problem 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. An office referral form (pink slip) is used to report all major problem behaviour.

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to one or more of the following school rules:

- We display good manners at all times.
- We behave in a safe way at all times.
- We respect the school environment.





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Consequences for unacceptable behaviour are applied according to the severity and frequency of the behaviour demonstrated by the student. Consequences range from:

- **Teacher Warning** - Students are given reminders by their teacher regarding expected classroom behaviour.
- **Time Out from class activities** - Students are removed from the class group but are kept in the classroom. They are provided with the opportunity for reflection and counselling.
- **Buddy Classroom** – Students are asked to leave the classroom and report to a pre-arranged buddy classroom. Students should take work with them. Class Teachers make an entry into Oneschool regarding student's time in a buddy classroom, referring it to their line managing Deputy Principal for their information or further follow up.
- **Time Out from play** - Students are withdrawn from play by either the Class Teacher or Deputy Principal and spend time in the classroom or the office.
- **Community Service** - Students are expected to participate in activities that contribute positively to our school environment e.g. picking up litter, stamping envelopes. *NB: Teachers who allocate Community Service as a consequence are responsible for supervision – students are not to be sent to duty teachers unless confirmed by the Administration. Community Service is not an appropriate consequence for class issues such as not completing homework.*
- **Allocated play** – Students are allocated an area in the school by the Deputy Principal where they must play. Parents are notified by the Deputy Principal. Students are to report to the teacher on duty who assesses their behaviour during that break. The information is recorded by the playground duty teacher on the allocated play form. This form is then passed on to a Deputy Principal by the student for monitoring or further action.
- **Thinking Room** – Students are withdrawn from lunchtime play for a maximum of 20 minutes. Parents receive written notification with a signed returned by slip. Failure to return a signed slip the following day will result in an additional Thinking Room consequence. Students who are in Thinking Room forfeit the right to participate in interschool or intraschool sport that week. A student who has three thinking room referrals in a term forfeits the right to participate in interschool and intraschool sport for the remainder of the term.



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**3 In 10** – Students who have three Thinking Room referrals up to 10 weeks prior to an event may forfeit the right to participate in extracurricular activities, school camp and school excursions. Parents will be consulted or informed (as deemed appropriate).

- **Office Time Out** – Students are withdrawn from class for less than a day and may not interact with other students. Deputy Principal provide phone contact to the parents regarding this.
- **In School Withdrawal** – Students are withdrawn from class for a day or more and may not interact with other students. Students are withdrawn from interschool or intraschool sport for the week of the withdrawal. An In School Withdrawal constitutes 2 strikes towards the accumulated total of 3 strikes resulting in withdrawal from interschool or intraschool sport for the remainder of the term. In addition, students may forfeit the right to participate in extracurricular activities, school camp and school excursions. Written notification is sent home to parents with a signed returned slip. Deputy Principal provide phone contact to the parents regarding this.
- **External Suspension** – Students are externally suspended after consideration has been given to all other responses. While External Suspensions may be applied in any of the phases of learning (early, middle, or senior), it is particularly important to consider the age and maturity of students, any disabilities the student may have, timing of the incident, individual circumstances relating to the student and the needs and rights of school community members. Grounds for suspension include disobedience, misconduct and other conduct of the student that is prejudicial to the good order and management of the school or state schools. The incident leading to suspension should be recorded on OneSchool and the appropriate paperwork should be provided to students and parents. An educational program should be provided for the student for the duration of their suspension. In addition, the student is withdrawn from interschool or intraschool sport for the remainder of the term and may forfeit the right to participate in extracurricular activities, school camp and school excursions.
- **Recommendation for Exclusion** - Students may be suspended with a recommendation to exclude as per the grounds outlined for suspension, but the student's disobedience, misconduct or any other conduct must be so serious that suspension of the student is inadequate to deal with the behaviour. Additionally, a student may be suspended with a recommendation to exclude for the student's contravention of a Behaviour Improvement Condition.



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If a child receives Thinking Room, In School Withdrawal, External Suspension or Recommendation for Exclusion, parents will be informed and encouraged to support the school's actions. External agencies will be consulted if necessary. All incidents will be recorded on Oneschool.

**It is to be noted that the consequences outlined are not necessarily sequential and that steps can be, and will be, escalated as deemed appropriate by the Principal. Immediate suspension can be invoked if the conduct of the student concerned is deemed to warrant such action.**

### **Informal Processes/Minor Behaviour Incidences**

**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 problem behaviours
- do not require involvement of specialist support staff or Administration (**e.g. forgetting hat, running on concrete, etc.**)

Minor problem behaviours may result in the following consequences:

- a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion

**Major** behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration

**Major** behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then fills out the office referral form (pink slip) and escorts the student to Administration.

Major problem behaviours may result in the following consequences:

- Office Warning
- Office Withdrawal



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- Parents contacted
- Community Service
- Thinking Room
- Internal Withdrawal
- Suspension 1-10 days
- Suspension 11-20 days
- Exclusion

The following table outlines examples of major and minor problem behaviours:

### CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR

MINOR INCIDENTS	
<b>Classroom</b> <ul style="list-style-type: none"> <li>• Talking out of turn</li> <li>• Annoying others</li> <li>• Making a mess</li> <li>• Being off task</li> <li>• Back chatting</li> <li>• Not completing set tasks</li> <li>• Failing to submit a mobile phone to a teacher prior to the start of the day</li> </ul>	<b>Possible Consequences</b> Teachers determine appropriate consequences for such offences within their own classrooms. Continued incidents may be seen as deliberate disobedience. (See Major Incidents)
<b>Out of class</b> <ul style="list-style-type: none"> <li>• Running on concrete</li> <li>• Littering</li> <li>• Playing out of bounds</li> <li>• Playing roughly</li> <li>• Use of inappropriate language</li> <li>• Disrupting games</li> <li>• Showing poor manners at tuckshop</li> <li>• Back chatting</li> <li>• Uniform policy breaches</li> </ul>	<b>Possible Consequences</b> State rule. Repeat action correctly. Time out with teacher on duty. Miss your turn.

MAJOR INCIDENTS	
<b>Classroom</b> <ul style="list-style-type: none"> <li>• Discrimination</li> <li>• Violent behaviour</li> <li>• Vandalism</li> <li>• Stealing</li> <li>• Non-compliance</li> <li>• Speaking insultingly or disrespectfully</li> <li>• Sexual harassment</li> <li>• Bullying</li> <li>• Possession/use of illegal substances, knives and weapons</li> <li>• Obscene language</li> <li>• Truancy</li> <li>• Inappropriate use of ICT</li> <li>• Racism</li> <li>• Cheating</li> <li>• Sexualised behaviour</li> <li>• Physical aggression</li> <li>• Misuse of mobile phones or personal technology devices (refer to The Use of Personal Technology Devices* at School – Appendix 4)</li> </ul>	<b>Possible Consequences</b> <ul style="list-style-type: none"> <li>• Buddy Class</li> <li>• Contact Parents</li> <li>• Thinking Room</li> <li>• Internal Withdrawal</li> <li>• Suspension</li> </ul>



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<p><b>Out of class</b></p> <ul style="list-style-type: none"> <li>• Discrimination</li> <li>• Stealing</li> <li>• Vandalism</li> <li>• Non-compliance</li> <li>• Violent behaviour</li> <li>• Physical aggression</li> <li>• Sexualised behaviour</li> <li>• Speaking insultingly or disrespectfully</li> <li>• Sexual harassment</li> <li>• Obscene language</li> <li>• Truancy</li> <li>• Engaging in social relationships deemed inappropriate for the school setting</li> <li>• Bullying (refer to Procedures for Preventing and Responding to Incidents of Bullying (including Cyber Bullying) – Appendix 5</li> <li>• Possession/use of illegal substances, knives and weapons</li> <li>• Inappropriate conduct in the toilets</li> <li>• Inappropriate use of ICT</li> <li>• Frequent breaches of the uniform policy</li> <li>• Racism</li> <li>• Throwing dangerous objects</li> </ul>	<ul style="list-style-type: none"> <li>• Exclusion</li> </ul> <p>In <b>extreme</b> cases, a teacher may use the intercom to get immediate assistance or he/she can send a 'RED CARD' to the office and the student will be removed from the classroom to the office</p>
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#### 4. Network of student support

On occasions some students may benefit from assistance provided by other staff beyond the classroom teacher. Listed below are some options and a description of the referral process.

**1. Staff**

Teachers should refer students to their buddy teacher after using rule reminders and classroom Time Out.

**2. Parents**

Parents should be notified about their child's inappropriate choices and behaviour and be involved in discussions around strategies to support them.

**3. Administration**

The Administration should act as facilitators between parents, staff and external agencies. They should also provide support for classroom teachers.

**4. School Chaplain**

Referral forms can be obtained from the Administration. The teacher fills out the top half and obtains signed permission from the parents. The Chaplain can provide support for students experiencing emotional issues, home issues, loneliness, separation, friendship issues and anxiety.

**5. Guidance Officer**

Referral forms can be obtained from the Administration when behaviour could be related to more serious issues. The Guidance Officer should act as a link between school and home.

**6. Behaviour Support Services**



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Referral forms can be obtained from the Administration who will advise the Inclusive Education Committee of referral. Issues dealt with tend to be ongoing such as anger management and conflict resolution many of which relate to out of class behaviours. Parents are kept informed and some strategies employed may be conducted jointly with the Guidance Officer, Chaplain and external agencies providing programs either at school or at another location. When required regional behavioural support personnel will be consulted.

### 7. **Department of Communities, Child Safety and Disability Services**

Child Safety Services provides assistance and support for children in the care of the State. They provide support and follow up to students in potentially 'at risk' circumstances.

## 5. 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.

Greenbank 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
- effective communication between all stakeholders, e.g. teacher, administration, Advisory Visiting Teacher, parent, etc. when consequences for inappropriate behaviour are imposed
- 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 student's age, gender, disability, cultural background, socioeconomic situation and his/her emotional state
- managing students with disabilities in a way that takes into account their individual circumstances as outlined in their Individual Educational Plans. Consultation with HOSES is recommended
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - work, learn and play 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



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### 6. Related legislation

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

### 7. Related departmental procedures

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

### 8. Some related resources

National Framework for Values Education in Australian Schools

(<http://www.curriculum.edu.au/values/default.asp?id=8757> )

National Framework for Values Education in Australian Schools – Queensland -

<http://education.qld.gov.au/curriculum/values/>

Code of Conduct for School Students Travelling on Buses -

<http://www.tmr.qld.gov.au/Travel-and-transport/School-transport/Code-of-conduct.aspx>

Bullying. No Way! ([www.bullyingnoway.com.au](http://www.bullyingnoway.com.au))

MindMatters - [www.mindmatters.edu.au](http://www.mindmatters.edu.au)

School Wide Positive Behaviour Support



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([www.learningplace.com.au/deliver/content.asp?pid=24668](http://www.learningplace.com.au/deliver/content.asp?pid=24668))

Code of Conduct for School Students Travelling on Buses

<http://www.transport.qld.gov.au/qt/PubTrans.nsf/index/cochome>

Incident mangagment – [CyberSafety.ReputationManagement@dete.qld.gov.au](mailto:CyberSafety.ReputationManagement@dete.qld.gov.au)

Cybersafety website – [qld.gov.au/cybersafety](http://qld.gov.au/cybersafety)

Office of the Children’s eSafety Comissioner – [esafety.gov.au](http://esafety.gov.au)

Cybersafety Help Button – [safety.gov.au/complaints-and-reporting/cybersafety-help-button](http://safety.gov.au/complaints-and-reporting/cybersafety-help-button)

Kids Helpline – [kidshelp.com.au/grownups](http://kidshelp.com.au/grownups)

## ***Endorsement***

_____	_____	_____
<b>Principal</b>	<b>P&amp;C President or Chair, School Council</b>	<b>Principal's Supervisor</b>

Date effective:

from ..... to .....





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### Appendix 1- Playground Duty Procedures

# PLAYGROUND DUTY PROCEDURES

To create a supportive school environment it is essential that you, as a member of staff, develop and maintain a consistent effort in the implementation of the following procedures. At all times duty of care and commonsense approaches should prevail.

It is in the best interest of ALL if you implement the following procedures:

1. Know the school rules, procedures and consequences.
2. Invest time in taking students through what it is they have done; what rule they have broken; what they should have done; applying logical consequence. Focus on ownership of behaviour.
3. Wear your first aid kit which should contain behaviour referral cards, a pen, coloured HELP card (Red = Emergency Come Immediately, Orange = Assistance Required), rubber gloves and bandages. Wear your high visible safety vest.
4. Wear a hat.
5. Be consistent, persistent and if needs be, insistent.
6. Be punctual.
7. Move around area and “be visible”.
8. Be active and proactive in the pursuit of your duty.
9. You are on duty until replaced by the next duty teacher. Swap over points can be negotiated.
10. Carry the playground duty folder with you at all times. This folder contains vital medical information regarding students you may be supervising.
11. In wet weather students play in undercover areas. In extreme cases, a message will be put over the loud speaker for students to return immediately to their classrooms to be supervised by their classroom teachers.
12. Emergency procedures
  - a. LOCKDOWN - All teachers and students return to own classrooms if safe. The words “LOCKDOWN” will be announced over the P.A as per lockdown procedures.
  - b. FIRE – Building evacuation due to fire – students and staff to assemble in designated areas as per Evacuation Procedures.

**Be confident that when applying the school rules,  
procedures and consequences you will be  
supported by the school community.**



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### Appendix 2- Bus Behaviour Plan

# BUS BEHAVIOUR PLAN

Students' behaviour on buses is regulated by the Code of Conduct for School Bus Travel which is implemented by Park Ridge Transit. Students who misbehave on the bus should be reported by the driver to the bus company supervisor and to the school Administration. The bus company is then responsible for the imposing of any penalties under the Code. Complaints from parents or students will be investigated by the school and communicated to the bus company.

Buses will stop only at designated stops. It is recommended that when students have to cross a road, they are met by a parent **on the side of the road where they alight.** It is dangerous for parents to stand on the other side of the road as students will often thoughtlessly run towards them. It is also recommended that an adult supervise students between the bus stop and home. It is, unfortunately, impractical for buses to stop outside all homes.

### **Code of Conduct for School Students Travelling on Buses -**

<http://www.tmr.qld.gov.au/Travel-and-transport/School-transport/Code-of-conduct.aspx>

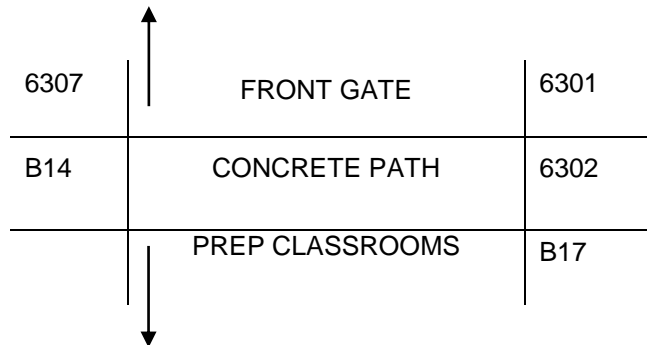


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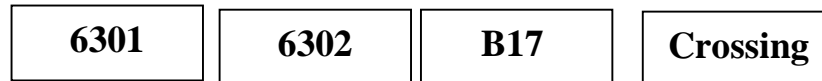
Appendix 3 – Bus Duty Procedure

## PROCEDURES FOR TEACHERS ON BUS SUPERVISION DUTY 2017

- All students are to be dismissed promptly at 3.00pm.
- Teachers on duty should promptly make their way to Bus Duty as soon after 3.00 pm as possible
- All bus children (except for those who catch Bus 62, who assemble at the A-K pick up area) go directly to the designated area near Prep where they will find the five (5) bus numbers and runs clearly marked on either side of the concrete path. These buses are organised as follows:



- The three (3) bus duty teachers will operate from this central spot near Prep and should arrive as promptly after 3.00pm as possible.
- Buses will **usually** be lined up as below. Each bus number will be displayed on the front of the bus.



- Children travelling on 6301, 6302 and B17 need to stand in two (2) lines with their bus passes out, as these runs depart Greenbank State School by 3.10 pm at the latest to ensure students arrive home in a timely manner.
- **Parents who are congregating in the area where students are required to assemble need to be asked politely to move to allow students to sit/stand in 2 lines.**
- Children travelling on 6307, B14 (and B6 waiting with B14) will sit down in two (2) lines until the earlier runs depart
- Teachers on bus duty will determine which two (2) teachers will load 6301, 6302 and B17 and who will supervise the remaining students.
- One (1) teacher will load 6301 and B17 and the other teacher will load 6302
- After 6301, 6302 and B17 runs depart, remaining children (6307, B14 and B6) will be moved to sit in the shaded area next to K Block (double storey Prep building). **Students are expected to be wearing a hat.**
- At this point one (1) teacher (on a rotating basis for the week) may finish their duty with two (2) teachers remaining.
- 6307 will depart school at approximately 3.20 pm



- The B14 bus departs school around 3.30 – 3.35 pm. Once departed, one of the remaining teachers may finish their duty (rotated over the course of the week).
- B6 departs school around 3.35 – 3.40 pm (when used by Greenbank State School students).

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### Appendix 4 – The Use of Mobile Phones and Personal Technology Devices at School

## The Use of Mobile Phones and Personal Technology Devices at School

When using a mobile phone or electronic devices it is expected that students will display courtesy, consideration and respect for themselves, others and the school environment. Students will achieve this by adhering to the following rules –

- Students must not use a mobile phone or electronic devices in any manner that is disruptive to the normal routine of school.
- Students are not permitted to use a mobile phone or electronic devices within the school grounds, where these devices are not being used in a teacher directed activity to enhance learning.
- All mobile phones and electronic devices in possession of students are to be switched off upon entry to the school. Students are required to submit their mobile phones or electronic devices to their class teacher at the soonest possible opportunity. Student phones and electronic devices are then collected at the end of the school day. Students are not permitted to switch on these devices until they exit the school grounds.
- Students are not permitted to use in-phone or device cameras anywhere a normal camera would be considered inappropriate e.g. classrooms, change rooms, toilets, etc.
- Student use of a mobile phone or electronic devices that contravene Greenbank State School's 'Use of Personal Technology Devices Policy' will lead to the devices being confiscated by school staff, with collection/return to occur at the end of the school day should the device not be required for further investigation. Students may also be subject to consequences as outlined in the Greenbank State School Responsible Behaviour Plan for Students.
- Invasion of privacy through the recording of personal conversations or daily activities and/or the further distribution (e.g. via Multi Media Messaging Service, Bluetooth, Internet, etc) of such material will result in disciplinary action and contravenes the ***Invasion of Privacy Act 1971 (Qld)***.
- The sending of text messages or posting of statements to websites that contain obscene language and/or threats of violence may amount to bullying and/or harassment or even stalking, and will be subject to disciplinary action and potentially police investigation.
- Mobile phones or electronic devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by school staff.



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- Greenbank State School or school staff will not be held responsible for the data on or the security of a student mobile phone or electronic devices whilst connected to the school's Education Queensland network and/or while being used for school purposes.
- Families and students are to seek special permission by negotiating with relevant staff when requesting to use a mobile phone or electronic devices in special circumstances that may contravene the Greenbank State School School's 'Use of Personal Technology Devices Policy'.
- All mobile phones and personal electronic devices are brought to the school at the students' own risk.



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## Preventing Incidents of Bullying (including Cyber Bullying)

### **DEFINITIONS** *(taken from Bullying No Way!)*

#### **Bullying –**

Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).

Bullying of any form or for any reason can have long-term effects on those involved, including bystanders.

Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying. However, these conflicts still need to be addressed and resolved.

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

**Online bullying** - (sometimes referred to as cyberbullying) is bullying carried out through the internet or mobile devices.

**Harassment** - is behaviour that targets an individual or group due to their:

- identity, race, culture or ethnic origin
- religion
- physical characteristics
- gender
- sexual orientation
- marital, parenting or economic status
- age
- ability or disability.

It offends, humiliates, intimidates or creates a hostile environment.



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It may be:

- an ongoing pattern of behaviour or a single act
- directed randomly or towards the same person(s)
- intentional or unintentional.

**Discrimination** - occurs when people are treated less favourably than others because of their:

- identity, race, culture or ethnic origin
- religion
- physical characteristics
- gender
- sexual orientation
- marital, parenting or economic status
- age
- ability or disability.

**Violence** - is the intentional use of physical force or power, threatened or actual, against another person(s) that results in psychological harm, injury or in some cases death. It may involve provoked or unprovoked acts and can be a single incident, a random act or can occur over time.

### Prevention -

1. Greenbank State School strives to create positive, predictable environments for all students at all times of the day. The disciplined teaching environment that we are creating is essential to:
  - ensuring the safety and well-being of all members of the school community
  - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
  - raising achievement and attendance
  - promoting equality and diversity.
2. There is no place for bullying at Greenbank State School. Research indicates that both those being bullied and those who bully are at risk of behavioural, emotional and academic problems.





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3. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.
4. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. This will be achieved by ensuring that:
  - Our universal behaviour support processes always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
  - All students know the three 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, including exiting and re-entering the classroom and conducting themselves in accordance with the school expectations in the playground and other areas.
  - All students receive high levels of positive reinforcement from all staff for demonstrating expected behaviours in all areas of the school
  - A high level of quality active supervision is expected of all staff. Staff on duty are easily identifiable and are mobile within their areas, scanning and positively interacting as they move through the designated supervision sectors
5. Greenbank State School uses behavioural data for decision-making. This data is entered into OneSchool on a daily basis and can be recalled as summary reports at any time. This resource allows the school to track the effectiveness of its behaviour management strategies, to make any necessary adjustments and to identify specific behaviours that may need to be revisited or revised in the instructional process.



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## Appendix 6 – Reporting Cyber Bullying

# Reporting Cyber Bullying

The Office of the Children’s eSafety Commissioner (the Office) was established on 1 July 2015. The Office allows children suffering from serious cyberbullying to submit complaints about such content to have it removed if social media companies do not remove the offending content after it has been reported to them.

### **How are complaints handled?**

The Office receives complaints through an online form ([www.esafety.gov.au](http://www.esafety.gov.au)). The form may be completed by the child making a cyberbullying complaint with the help of a trusted adult.

Upon receipt of a complaint, the Office may take one or more of the following actions:

- contact the social media platform or the alleged poster of the content to secure removal;
- refer the incident to the school for resolution;
- refer the matter to the police if it warrants attention from a law enforcement agency

### **When will a cyberbullying complaint be referred to a school?**

In most cases, the Office anticipates working with social media services to take down material without the need to contact schools.

However there will still be times when a complaint will best be resolved by the Office working with schools directly. In such circumstances, the Office may make direct contact with a school and seek help to resolve the problem.

Greenbank State School actively encourages its students to engage with multimedia in a safe and responsible manner and to report any incidents that cause concern.

When parents present to the school requesting our assistance to solve social media issues that have occurred outside of the school they will be reminded that while social media platforms have their own age restrictions, we have been advised by the DET Cyber Safety Team that as a general rule children should not be accessing social media prior to 13 years of age unless under the direct supervision of parents.



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### Appendix 7 – Student Dress Code

## GREENBANK STATE SCHOOL Student Dress Code

The Greenbank State School Student Dress Code consists of an agreed standard and items of clothing that students wear when:

- Attending or representing their school
- Travelling to and from school
- Engaging in school activities out of school hours

The Student Dress Code reflects school community standards and balances the rights of individual students with the best interests of the whole school community. The policy is consistent with health and safety considerations and anti-discrimination legislation. The Student Dress Code offers gender neutral uniform options for all students.

The Greenbank State School community is proud of the uniform and expects all students to wear it with pride. Through consultation, the Greenbank State School community has approved a Student Dress Code because of the belief that wearing a school uniform:

- Promotes a safe environment for learning by enabling ready identification of students and non-students at the school.
- Ensures compliance with health and safety considerations, curriculum activity risk management strategies and sun safety strategies.
- Promotes an effective teaching and learning environment by eliminating the distraction of competition in dress and fashions at the school.
- Fosters mutual respect amongst individuals at the school by minimising visible evidence of economic, class or social differences and promotes a supportive environment by fostering a sense of belonging.

In developing the Greenbank State School Student Dress Code, the following considerations and actions were adhered to:

- Consultation with parents or carers of children enrolled at Greenbank State School, School Staff, Students, School Council and the Parents' and Citizens' Association.
- Consistency with relevant legislation, both State and Commonwealth; including having a gender neutral uniform option for students.
- Availability, affordability and functionality of items of clothing.
- Maturity of students, gender, disability, religious and cultural beliefs, socio-economic circumstances and students' sense of individuality and self-esteem in personal appearance.



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- Processes for managing special circumstances of particular students.
- Enforcing aspects of Student Dress Code related to safety such as:
  - Safe footwear and eye protection, as required by curriculum activity risk management
  - Hats and swim shirts, as required by the Sun Safety Strategy.

### The Greenbank State School Student Dress Code consists of –

**Girls:** Green checked tunic, green polo shirt with school emblem or school sports polo shirt with bottle green culottes, skorts or bottle green unisex rugby knit or micro fibre shorts.

**Boys:** Green polo shirt with school emblem or school sports polo shirt with bottle green unisex rugby knit or microfibre shorts.

**Cool weather:** School microfibre jackets or school fleecy jackets with microfibre pants (purchased from the Uniform Shop) are expected. Plain bottle green tracksuits are also acceptable.

**Shoes:** Black shoes (leather or joggers).

**Socks:** School socks (from the Uniform Shop) are preferred. Plain white socks are also acceptable.

**Hats:** School Hats (Sun Smart from the Uniform Shop) are expected. **Visors or caps are not considered appropriate.**

**Girls' Swimwear:** One piece swimmers, swim shirt, swimming cap and goggles. **Two piece swimmers are not appropriate.**

**Boys' Swimwear:** Speedos or board shorts, swim shirt, swimming cap and goggles.

*The wearing of sun shirts by boys and girls is mandatory with the exception of competitive racing at carnivals. No earrings, studs or sleepers are permitted during swimming activities.*

**Sport and Music Uniform:** Students participating in interschool sport or music activity are expected to wear the prescribed uniform.

Children are expected to wear school uniforms (as outlined above) or sports uniforms whenever possible. Please note:

- No jewellery other than a wrist watch should be worn.

*Sleepers or plain studs only, are permitted in pierced ears. The wearing of items of religious significance should be negotiated with administration.*

- Bottle green hair accessories are preferred.
- Singlet type tops and clothing with inappropriate messages, illustrations, language or lacking in modesty are unacceptable and forbidden.
- Children are discouraged from wearing extreme style haircuts which draw unnecessary attention to themselves including inappropriate colouring.



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- Participation in promotional and fundraising activities that conflict with the dress code need to be negotiated with the Principal.

***In the case of a student presenting at school inappropriately dressed or displaying extreme hairstyle / colouring, the Principal may offer appropriate alternative items from a bank of uniforms held at school and contact parents / carers to negotiate the prevention of a recurrence of such incidents.***

### **Sanctions for non-compliance with the uniform**

Permitted sanctions include:

- Thinking Room
- Preventing the student from attending or participating in any activity for which the student would have been representing the school, or any school activity that is not part of the essential educational program of the school.

Non-permitted sanctions include:

- Exclusion, suspension or risk of cancellation of enrolment.
- Any sanctions that affect a student's academic report e.g. negative mentions in the comments section.
- Prevention from continued participation in essential curriculum activities, except where necessary for reasons of safety in which case, alternative educational activities are provided.
- Where required uniform policy items are not available because of circumstances beyond the control of the student and/or the student's parent/carer.

### **In arrangements with clothing suppliers:**

- Use appropriate Deed of License as outlined in the [Information Sheet - Copyright School Uniform Logo](#) when licensing a manufacturer to reproduce the school logo for the purpose of manufacturing uniforms or to restrict the retailers to whom the licensed manufacturers can supply the uniforms
- Ensure notification and communication of any proposed change to school uniforms early in a school year preceding such a change, to all parents and if practicable, all retailers concerned so that school uniform shops and others with significant stocks of uniforms can replace or prepare for the changes
- Where selected suppliers receive preference in placement of orders or publicity, ensure that a public tender process is followed in accordance with [Purchasing Textile Clothing and Footwear procedure](#).



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### Appendix 8 – Gotcha Program

# Gotcha Program

## Greenbank State School Gotcha Program



Greenbank Gotchas are positive behaviour tokens given to students demonstrating The Greenbank Way. Alternatively, they can be given to students demonstrating the Social Skill of the Week. Students can earn Gotcha bands after reaching a targeted number.

#### Who will give out Gotchas?

Teachers and teacher aides will have Gotcha tokens in their bum bags ready to give out to deserving students.

#### Who will receive them?

Students who are observed displaying The Greenbank Way or following the Social Skill of the Week will be given a Gotcha token.

#### Where?

In the playground/areas outside of the classroom.

#### When?

Morning tea and lunch, before and after school, students moving to and waiting in bus lines or at pick up areas.

#### How will the Gotcha token be given out?

Teachers or teacher aides give students a Greenbank Gotcha token stating the student's name and class. The staff member issuing the Gotcha is responsible for writing the child's name and class on the Gotcha token.

#### How will the Gotcha be monitored?

Each classroom will have a class list on the inside of the door. As students enter the room after a break, the teacher will stand at the door and tally the number of Gotchas each student received during the break in alignment with house groups. At the next available break time, students are to place their Gotcha token into the appropriate box in the school office.

#### Weekly Prize –

Each week on parade, one Gotcha Token will be drawn out of the (P-2, 3-4 and 5-6) boxes and the corresponding children will receive a prize.

#### GOLD, SILVER and BRONZE silicone bands –

The following number of Gotcha tokens will earn the corresponding Gotcha band.

20 Gotcha tokens – Bronze Gotcha band

30 Gotcha tokens – Silver Gotcha band

40 Gotcha tokens – Gold Gotcha band

Students are permitted to wear their highest achieved band (one only). All points will reset at the end of each year.

#### Acknowledgement of recipients –

Gotcha bands will be presented on Parade in weeks 3, 6 and 9. Teachers are to notify Mark Hitchen via email when a child has reached a target number of Gotcha tokens by Friday of weeks 2, 5 and 8.

#### Whole school positive reward –

On the Monday of the last week of each term, teachers are to count the number of Gotcha tokens earned for each sporting house. The house captains will collect this information and calculate the totals. The students from the house that achieves the highest number of Gotcha tokens will be eligible to participate in the following games sessions on the last Thursday of each term in the school hall –

Prep to Year 2 – 9.15am to 10.00am

Year 3 to Year 4 – 10.15am to 11.00am

Year 5 to Year 6 – 11.30am to 12.15pm



## GREENBANK STATE SCHOOL GOTCHA PROGRAM



Name: \_\_\_\_\_  
Class: \_\_\_\_\_

### WHAT IS A GOTCHA?

Greenbank Gotchas are positive behaviour tokens given to students demonstrating The Greenbank Way. Alternatively, they can be given to students demonstrating the Social Skill of the Week. Students can earn Gotcha bands after reaching a targeted number.

#### WEEKLY PRIZES –

After presenting a Gotcha token to the classroom teacher (and receiving a tally mark in line with sports houses), students are to place it into the allocated year level box in the office at the next available break period.

**PURPLE BOX** – Prep, Year One and Year Two

**PINK BOX** – Year Three and Year Four

**BLUE BOX** – Year Five and Year Six

Each week on parade, one Gotcha Token will be drawn out of each box. The lucky person whose name is written on each token will win a prize.

#### WRIST BANDS -

20 Gotcha tokens = **BRONZE BAND**

30 Gotcha tokens = **SILVER BAND**

40 Gotcha tokens = **GOLD BAND**

Bands are presented on parade in weeks 3, 6 and 9 of each term.

#### WHOLE SCHOOL REWARD –

The sports house that earns the most amount of Gotcha tokens in a term will earn a games session in the hall on the last Thursday of each term.

**OXLEY CUNNINGHAM MITCHELL LOGAN**

*Creating a World of Difference, the Greenbank Way!*



**The Code of School Behaviour**

Better Behaviour  
Better Learning

Appendix 9 – Connected Greenbank Kid Postcard

**Connected Greenbank Kid Postcard**



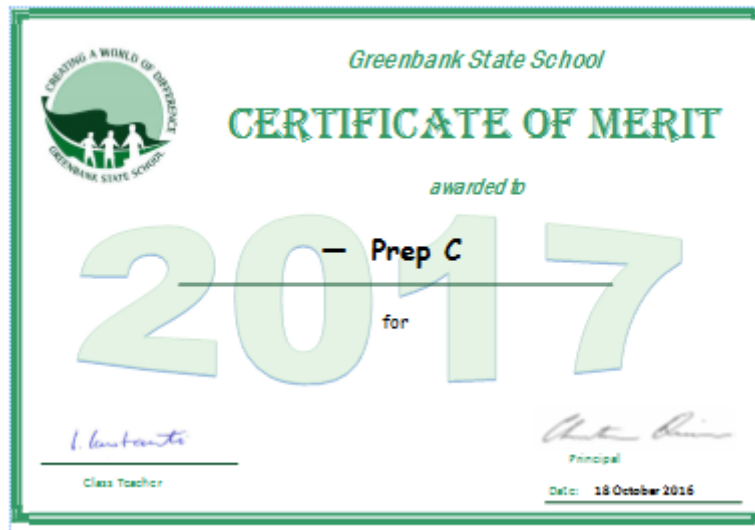


## The Code of School Behaviour

Better Behaviour  
Better Learning

### Appendix 10 – Parade Award

## Parade Award



### Appendix 11 – The Greenbank Way Award

## The Greenbank Way Award







## The Code of School Behaviour

Better Behaviour  
Better Learning

### **Authority**

- [Education \(General Provisions\) Act 2006 \(Qld\)](http://www.legislation.qld.gov.au/LEGISLTN/ACTS/2006/06AC039.pdf)  
(<http://www.legislation.qld.gov.au/LEGISLTN/ACTS/2006/06AC039.pdf>)  
sections 360-363, section 282
- [Education \(Strengthening Discipline in State Schools\) Amendment Bill 2013](https://www.legislation.qld.gov.au/Bills/54PDF/2013/EdStrDisciplineSSAB13.pdf)  
(<https://www.legislation.qld.gov.au/Bills/54PDF/2013/EdStrDisciplineSSAB13.pdf> )

### **Related Policy Instruments**

- [Anti-Discrimination Act 1991 \(Qld\)](https://www.legislation.qld.gov.au/LEGISLTN/CURRENT/A/AntiDiscrimA91.pdf)  
(<https://www.legislation.qld.gov.au/LEGISLTN/CURRENT/A/AntiDiscrimA91.pdf> ) Part 2, Division 7 (1); Division 3, 39; Chapter 3, Part 1, 117(1) (2); Part 2, 118
- [Work Health and Safety Act 2011 \(Qld\)](https://www.legislation.qld.gov.au/LEGISLTN/CURRENT/W/WorkHSA11.pdf)  
(<https://www.legislation.qld.gov.au/LEGISLTN/CURRENT/W/WorkHSA11.pdf> )
- [Disability Discrimination Act 1992 \(Cth\)](http://www.comlaw.gov.au/Details/C2014C00013/aea6c88e-64cd-4917-963d-edf1a8906e10)  
(<http://www.comlaw.gov.au/Details/C2014C00013/aea6c88e-64cd-4917-963d-edf1a8906e10> ) Part 2 Division 2, 22 and Division 3, 37-38
- [Racial Discrimination Act 1992 \(Cth\)](http://www.comlaw.gov.au/Details/C2014C00014/7b97bd5c-8ab7-45b2-8e21-de6dc8e443d4)  
(<http://www.comlaw.gov.au/Details/C2014C00014/7b97bd5c-8ab7-45b2-8e21-de6dc8e443d4> ) Part II, 9 (1)1, (1A)
- [Sex Discrimination Act 1975 \(Cth\)](http://www.comlaw.gov.au/Details/C2014C00002/5a04fdf8-4eae-4a64-8403-74b172ca5621)  
(<http://www.comlaw.gov.au/Details/C2014C00002/5a04fdf8-4eae-4a64-8403-74b172ca5621> ) Division 2, Section 21
- [Safe, Supportive and Disciplined School Environment](http://ppr.det.qld.gov.au/education/learning/Pages/Safe,-Supportive-and-Disciplined-School-Environment.aspx)  
(<http://ppr.det.qld.gov.au/education/learning/Pages/Safe,-Supportive-and-Disciplined-School-Environment.aspx> )
- [Purchasing Textile Clothing and Footwear](http://ppr.det.qld.gov.au/corp/finance/procurement/Pages/Purchasing-Textile-Clothing-and-Footwear.aspx)  
(<http://ppr.det.qld.gov.au/corp/finance/procurement/Pages/Purchasing-Textile-Clothing-and-Footwear.aspx> )
- [Developing a Sun Safety Strategy](http://education.qld.gov.au/schools/healthy/wellbeing-guidelines/sun-safety.html)  
(<http://education.qld.gov.au/schools/healthy/wellbeing-guidelines/sun-safety.html> )
- [Managing Risks in School Curriculum Activities](http://ppr.det.qld.gov.au/education/management/Pages/Managing-Risks-in-School-Curriculum-Activities.aspx)  
(<http://ppr.det.qld.gov.au/education/management/Pages/Managing-Risks-in-School-Curriculum-Activities.aspx> )
- [Inclusive Education](http://www.bullyingnoway.gov.au)
- [Bullying No Way!](http://www.bullyingnoway.gov.au)  
(<http://www.bullyingnoway.gov.au>)