



# Windsor State School

## School Creed

*I love my land*

*I respect its laws*

*I'll serve it best, by being true and kind to others.*

## **Responsible Behaviour Plan for Students** based on *The Code of School Behaviour*

### 1. Purpose

Windsor State School is committed to providing a safe, respectful and disciplined learning environment for students and staff. Students have opportunities to engage in quality learning experiences and acquire values supportive of their life long well-being.

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 in our school community.

### 2. Consultation and data review

Windsor State School developed this plan in collaboration with our school community. Consultation with parents, staff and students was undertaken through community meetings and our Quadrennial School Review process, held during 2015. Data was reviewed to inform decision-making.

A review of data sets relating to attendance, unexplained absences, suspensions and exclusions, behaviour incidents including bullying and cyberbullying was undertaken during School Culture Committee meetings. Other inappropriate online behaviour including inappropriate use of mobile phones or other electronic devices also informed the development process.

The plan was endorsed by the Principal, the President of the P&C and the Assistant Regional Director in November 2015, and will be reviewed again throughout 2018.

### 3. Learning and behaviour statement

Our school maintains the belief of promoting a strong school culture that focuses on individuals accepting responsibility for their behaviour choices and learning. Our sense of community and belonging are key drivers in shaping our high expectations and our culture of excellence.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our school plan, shared values and expectations for student behaviour are made explicit to all members of the school community, enabling Windsor State School to create and maintain a positive and productive learning and teaching environment. All stakeholders at our school have clear and consistent expectations and understandings of their role in the educational process.

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Windsor State School is committed to developing a positive school culture, one in which students, parents and staff feel they are part of a safe and supportive school community.

Our community has identified the following values ([Appendix 1- School Beliefs & Values](#)) to teach, promote and maintain our positive, dynamic school culture. At Windsor, we advocate and expect:

**Respect for Self**  
**Respect for Others**  
**Respect for the School**



These values are embedded within a variety of proactive programs that assist and enable all members of our school community to accept responsibility for their actions. These values 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*.

At Windsor State School, we implement the Australian National Curriculum in English, Maths, Science and History and the Queensland Essential Learnings in all other Key Learning Areas. Teachers at Windsor State School strive to prepare students for 'life-long learning' by providing relevant and challenging learning experiences that encourage all students to develop confidence, persistence, organisational skills, an ability to get along with others and emotional resilience. Our curriculum is founded in the syllabus documents produced by ACARA and Education Queensland initiatives and reforms.

At Windsor, teachers implement "Curriculum to Classroom" (C2C) units of work which have been developed by Education Queensland for each year level to ensure that the National Curriculum is delivered consistently for all students in Queensland. These units incorporate the need to differentiate and cater for the diverse learning styles of each student in Prep to Year 7 at Windsor State School. They have a strong focus on developing the knowledge, understandings and skills students will need to participate and shape their social, cultural and economic futures. The learning opportunities provided by these units enable teachers to engage learners to ensure that high expectations are maintained in all classrooms.

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

##### **Universal Behaviour Support**

At Windsor State School, we facilitate standards of positive behaviour by teaching and modelling appropriate standards and behavioural expectations to all students.

At Windsor State School, we emphasise the importance of Respect for Self, Others and the School by explicitly teaching the social and emotional skills needed to be happy and successful at school and in life.

By implementing the "You Can Do It!" ([Appendix 2- What is You Can Do It! Education?](#)) program, we are facilitating the development of "Habits of the Mind" that are linked to behavioural expectations for all students. This strategy is directed towards all students in Prep to Year 7 with specific skills communicated/taught each week through classroom lessons culminating in half hour mixed Pastoral Care sessions at the end of each week. This proactive approach to universal behaviour support is designed to prevent/reduce inappropriate choices/behaviour and provide a framework for responding to unacceptable choices/behaviour. The You Can Do It! Program underpins and strengthens our school values and expectations.



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RESPECT FOR SELF	RESPECT FOR OTHERS	RESPECT FOR THE SCHOOL
<b>KEY TO SUCCESS &amp; HAPPINESS</b> 	<b>HABITS OF THE MIND</b> ★BEING INDEPENDENT★ ★TAKING RISKS★ ★"I CAN DO IT" ATTITUDE★ ★ACCEPTING MYSELF★	<b>BEHAVIOURAL EXPECTATIONS</b> <input checked="" type="checkbox"/> <i>working independently and trying my best to get finished.</i> <input checked="" type="checkbox"/> <i>"having a go" and trying new activities with confidence.</i> <input checked="" type="checkbox"/> <i>being positive and not worried when I make mistakes and try again.</i>
	★"I CAN DO IT" ATTITUDE★ ★GIVING EFFORT★ ★WORKING TOUGH★	<input checked="" type="checkbox"/> <i>rising to challenges with my best efforts.</i> <input checked="" type="checkbox"/> <i>trying harder even when work is hard or frustrating.</i> <input checked="" type="checkbox"/> <i>being motivated to keep going even when the rewards are small.</i>
	★SETTING GOALS★ ★PLANNING MY TIME★	<input checked="" type="checkbox"/> <i>setting goals to help me be successful at tasks.</i> <input checked="" type="checkbox"/> <i>being prepared for work and putting things where they belong.</i> <input checked="" type="checkbox"/> <i>thinking about how long things will take and planning enough time to get finished.</i> <input checked="" type="checkbox"/> <i>get all my homework finished.</i>
	★SOCIAL RESPONSIBILITY★ ★PLAYING BY THE RULES★ ★THINKING FIRST★ ★BEING TOLERANT OF OTHERS★	<input checked="" type="checkbox"/> <i>using my manners.</i> <input checked="" type="checkbox"/> <i>being a good role model to others.</i> <input checked="" type="checkbox"/> <i>caring for others.</i> <input checked="" type="checkbox"/> <i>considering others' feelings and needs.</i> <input checked="" type="checkbox"/> <i>cooperating with everyone.</i> <input checked="" type="checkbox"/> <i>showing self-control and resolving conflicts without fighting.</i> <input checked="" type="checkbox"/> <i>showing tolerance of others' differences.</i> <input checked="" type="checkbox"/> <i>taking responsibility for my actions.</i>
	★IT'S NOT THE END OF THE WORLD!★ ★I CAN STAND IT!★ ★ACCEPTING MYSELF★ ★TAKING RISKS★	<input checked="" type="checkbox"/> <i>staying calm when I am upset</i> <input checked="" type="checkbox"/> <i>not "catastrophising!"</i> <input checked="" type="checkbox"/> <i>"bouncing back" from difficult situations.</i> <input checked="" type="checkbox"/> <i>being positive in hard times.</i> <input checked="" type="checkbox"/> <i>accepting consequences and the decisions of adults.</i>

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

- The Pastoral Care Program is founded in our desire to look after the personal and social wellbeing of the children or students under our care, developing a strong and respectful school community. Students are placed in small house groups from Year 1 to 3 and Year 4 to 7 (Prep teachers implement the Early Childhood Program). The aim of Pastoral Care is to develop the children's social, emotional, physical and cognitive skills and wellbeing. At Windsor State School, we have adopted a Social Emotional skills program (You Can Do It!) which focuses on the 5 keys to success and happiness and the types of thinking (Habits of the Mind) and self-talk needed to develop these. Pastoral Cares sessions focus on skills needed to develop Confidence, Persistence, Organisation, Social Relationships (Getting Along) and Resilience. Students explore concepts including the elements of good character, the importance of positive thinking and self-talk and strategies to overcome feeling down (depressed), feeling anxious, procrastination (feeling lazy), not paying attention/ disturbing others and feeling angry thus behaving inappropriately (The 5 blockers or "blocker thinking"). ([Appendix 2 & 3- What is You Can Do It! Education? & the YCDI Barrier Model](#))
- A dedicated section of the school newsletter communicating the whole school social and emotional skills focus to parents, enabling them to be actively involved by using the similar language and reinforcing appropriate social skills and behavioural expectations at home.
- Student Welfare team members' regular provision of information to staff and parents (parent information nights), sharing successful practices.



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- Comprehensive induction program to update new staff and yearly updates.
- Individual behaviour plans developed with students, parents and relevant specialists (where appropriate) for students who demonstrate repeated inappropriate or unacceptable behaviour to provide a personal framework of positive behaviour expectations and actions and to enable staff to provide consistent strategies or adjustments across all learning environments.
- Implementation of specific policies to address:
  - procedures for preventing and responding to incidents of bullying (including cyberbullying and recording incidents for data collection) **(Appendix 14- Cyberbullying)**
  - procedures regarding the use or possession of weapons including knives and any other items that could be considered a weapon in school **(Appendix 15- Knives at School)**
  - procedures for responding to Sexualised behaviours in school **(Appendix 16- Sexual Behaviour Traffic Lights)**
  - the use of personal property technology devices at school **(Appendix 17- Use of Personal Devices at School)** *Appropriate Use of Mobile Telephones and other Electronic Equipment by Students*

### **Reinforcing Expected and Appropriate Behaviour**

At Windsor State School, we recognise and reward students in our school who demonstrate and model to others our school values and behavioural expectations. Students strive to ascent from Bronze (Satisfactory- C) level to achieve a Silver (Very Good- B) level and ultimately Gold (Excellent- A) level by demonstrating positive behavioural expectations for set periods of time according to specific criteria **(Appendix 4 & 5- Positive Behaviour System)**. These levels link directly to their individual behaviour assessment rating on Semester 1 & 2 Reports. Students who achieve Silver and Gold levels receive a badge and certificate to celebrate their achievement. **(Appendix 6 & 7- Silver & Gold Application Rubrics)**

The school also celebrates students' positive choices and achievement in a variety of ways which include:

- ACE Awards for Academic achievement, Citizenship and Commitment to Learning each Semester.
- Student Leadership program and student council.
- Whole School Assembly celebrations and Workers of the Week (WoWs) which relate directly to the 5 Keys to Success.
- 'Gotcha Cards' which are handed out weekly to students who are observed modelling the school values and 5 keys to success in both the classroom and playgrounds. Gotchas are drawn each week on Assembly and the winners receive a reward.
- Extra-Curricular activities for students who may be Bright/Gifted and Talented and/or whose interests are Sports, the Arts, Technology/ICT as well as other individual interests of students. These activities are run before and after school and sometimes during lunchtime. Students can participate individually, in friendship and house or school groups.

These programs, coupled with a wide variety of strategies and reward systems developed by teachers for their own classes, ensure Windsor State School is a safe and supportive environment in which to learn, work or visit.

### **Responding to unacceptable and inappropriate Behaviour**

Students come to school to learn. The aim of our school culture is for everyone to take responsibility for their actions. Whilst respecting the needs and rights of all members of the school community, there may be times when a response to inappropriate behaviour is necessary.



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At Windsor State School, students understand that while modelling the 5-keys to success and making appropriate choices will enable them to ascend from Bronze to Gold, similarly exhibiting the 5-blockers and making inappropriate choices will result in their descending to Level 1, 2 or 3. All negative/inappropriate classroom and playground behaviours are levelled Minor, Level 1, Level 2 or Level 3 (**Appendix 8- Behaviour Plan Steps**) and are categorised as Physical Misbehaviour, Verbal Misbehaviour, Vandalism, Non-Compliance, Anti-Social Behaviour, Information Technology Abuses and Other. These negative/inappropriate behaviours have set consequences which include parental contact by school personnel, written/oral reflection on the behaviour, consequences and a plan for future actions and behaviour. (**Appendices 11 & 12- Responsible Thinking Behaviour Plans**) A consequence of inappropriate behaviour may result in a Gold or Silver level student automatically descending a level. Students who descend levels are able to reapply to move back up to Silver or Gold after exhibiting appropriate behaviour for a set period of time. (**Appendices 4 & 5- Positive Behaviour System**)

While we foster and expect a culture of respect, we also believe that children must recognise there are consequences for inappropriate/negative behaviour choices. In all instances/incidents of inappropriate behaviour, the principles of natural justice will be maintained, ensuring an unbiased, fair investigation. The needs of the child and context of the behaviours will determine the consequences. The school will endeavour to implement restorative justice practices to enable the child to recognise the impact of their choices on the school community and to repair damaged relationships. At all times, students will be treated fairly, consistently and with dignity.

When students exhibit low-level and infrequent behaviour, the first response of school personnel is to remind the student of expected school behaviour, then redirect or ask them to change their behaviour so that it aligns with school values and expectations. At Windsor State School, our preferred method of redirecting low level minor behaviours is to ask them to identify the inappropriate behaviour (What were you doing?) and ask what the expected behaviour is (What are our school rules/values?), reiterate and remind them of the school expectations and request that they change their behaviour so that it aligns with school values and expectations. This is often reinforced with some “thinking time” or “reflection time” (time-out). Asking the student how they might act more safely, respectfully or more responsibly encourages students to reflect on their own behaviour, evaluate it against expected behaviour and plan how their behaviour could be modified to align with the school values and expectations of the school community.

Consequences for inappropriate behaviour vary according to the severity, the context of the behaviours and available evidence. Low level inappropriate behaviour will attract less intrusive consequences. High level inappropriate behaviour (e.g. physical assault, sexual harassment, vandalism and gross abuses of technological devices) may result in detentions, suspension and or exclusion.

### • Targeted behaviour support

At times, individual students who demonstrate an inability to manage their own behaviours may be identified, through school data, as needing targeted behavioural intervention. In most cases the inappropriate behaviour may not be immediately regarded as severe, but the frequency of their behaviours may put these students’ learning and social/emotional development and success at risk if not addressed in a timely manner. These students will be supported through the use of Individual Behaviour Management Plans. These plans will be negotiated by the student, class teacher, parent and a member of the school administration team with a focus on select behaviours including goals, positive strategies and consequences.

At Windsor State School, bullying behaviours, including cyber-bullying are taken very seriously.

The school undertakes to:

- establish a culture of “getting along” with others and non-acceptance of bullying and harassment.



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- teach children to understand the definition of bullying and recognise legitimate bullying when it occurs.
- teach children confidence and resilience strategies to respond to bullying/harassment (e.g. High-5 strategy: Ignore; Talk friendly; Talk firmly; Walk Away; Report).
- establish clearly articulated steps to respond to bullying which are understood by the whole school community.

(Appendix 14- Procedures for Preventing and Responding to Incidents of Bullying, including cyber-bullying).

### Intensive behaviour support

Windsor 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 that require regular reviews in consultation with parents/caregivers and other relevant specialist staff.

The Student Welfare (Behaviour Support) committee/team will endeavour to:

- work with other staff members to ensure consistent expectations and develop appropriate behaviour support strategies;
- monitor the impact of support for individual students through continuous data collection (OneSchool);
- provide consistent strategies and make adjustments as required by the student and outlined within an Individual Plan, and
- work with the Principal and Deputy Principal to achieve continuity and consistency.

Through a referral system, the Principal or Deputy Principal as a representative of the committee will contact parents and any relevant staff members to form a support team and begin the assessment and support process. The support team may also include the Guidance Officer, district-based behavioural support staff and other agencies that may already be working with the student and his/her family.

Some students at Windsor State School require high levels of support to ensure the development of appropriate behaviours. This may include Students with a Disability (SWD). Consequently behavioural goals are regularly part of the Individual Education Plan for these students. Strategies are developed and implemented to facilitate behavioural skill development. A student profile is developed to fully inform staff about the appropriate methods of working with the student. (Appendix 18 IEP: Individual Student Profile).

### 5. Consequences for inappropriate or unacceptable behaviour

Windsor State School makes systematic efforts to prevent inappropriate or unacceptable student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. Through clear and comprehensive dissemination of school (playground and classroom) expectations via classroom posters, the school newsletter, the Pastoral Care program and class and school lessons/dialogue, students have a clear understanding of what defines unacceptable behaviour, the level of unacceptable behaviour (i.e. Minor, Level 1,2,3) and the associated consequences. This aims to ensure responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. (Appendices 8, 9 & 10 Behaviour Plan Steps and Inappropriate Behaviour Examples)

A Behaviour Referral Form (Appendix 13- Windsor SS Orange Slip for Inappropriate Behaviour) is used to record all Level 2- Orange slip (Major) behaviour incidents. All Level 2 behaviour incidents are recorded on OneSchool by the referring teacher and the student's consequence is a detention to work on an action plan (Appendix 11&12).

### Minor Behaviours; Level 1- Yellow slip and Level 2- Orange slip (Major) Behaviours

When responding to behaviour incidents, the staff member determines if the problem behaviour is Minor, Level 1 (Minor) or Level 2 (Major), with the following agreed understanding:

- Minor Incidents are handled by staff members at the time of the incident and a warning given.
- Level 1 (Minor- yellow slip) behaviour incidents are handled by staff members at the time of the incident and recorded in playground duty folder (playground) and on OneSchool (classroom) at the teacher's discretion.
- Level 2 (Major- orange slip) behaviour incidents are referred directly to the school Administration team through the OneSchool referral process. The student's parent/caregiver is contacted in all incidents, the Orange slip is sent home and parent acknowledgement must be returned.



**Minor** problem behaviours are those that:

- are minor breaches of the school rules.
- do not seriously harm others or cause staff 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 inappropriate behaviours.
- do not require involvement of specialist support staff or Administration.

**Minor** problem behaviours may result in the following consequences:

- a minor consequence logically connected to the inappropriate behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away/out), individual meeting with the student, apology, restitution or detention for work completion.
- a redirection process where a staff member takes the student aside and:
  1. names the behaviour that the student is displaying.
  2. asks the student to name the expected behaviour.
  3. states and explains the expected behaviour if necessary.
  4. gives positive verbal acknowledgement for expected 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 (Principal & Deputy Principal).

**Major** behaviours result in an immediate referral to school Administration (Principal and/or Deputy Principal) because of their seriousness. When major unacceptable behaviour occurs, staff members investigate the incident, calmly state the behaviour and remind the student of expected school behaviour. The staff member then follows the process to impose a Level 2 (Orange slip) and refers the incident to Admin through OneSchool referral process. Depending on the severity of the incident, the staff member may need to escort the student to Administration for further investigation/consequences (Level 3- Red).

**Major** unacceptable behaviours may result in the following consequences:

- Level 1: Time Out, detention (see Safe, Supportive and Disciplined School Environment procedure for guidelines), loss of privilege, restitution, warning regarding future consequence for repeated or persistent inappropriate behaviour) AND/OR
- Level 2: Parent contacted, referral to Guidance Officer, referral to Student Welfare Committee, referral for specialist behaviour services, recommendation for suspension from school, behaviour improvement conditions.
- Level 3: Students who engage in serious unacceptable behaviour such as major violent physical assault or the use/supply or possession of weapons (including knives) or drugs may receive a Behaviour Improvement Condition or a School Disciplinary Absence (suspension or proposal/recommendation for exclusion) as a consequence for unacceptable behaviour.

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## Definition of consequences\*

<b>Time out</b>	<p>A principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down.</p> <p>During time out, student is to be supervised and given an opportunity to re-join class in intervals of no more than 10 minutes.</p>
<b>Detention</b>	<p>A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations.</p> <p>A detention is no more than 20 minutes during school lunch or 30 minutes after school (parent will be contacted before after school detention is imposed).</p>
<b>Temporary Removal of Property</b>	<p>A principal or staff member of Windsor State School has the power to temporarily remove property from a student, as per the procedure <a href="#">Temporary Removal of Student Property by School Staff</a>.</p>
<b>School Disciplinary Absences (SDA)</b>	
<b>Suspension</b>	<p>A principal may suspend a student from school under the following circumstances:</p> <ul style="list-style-type: none"> <li>▪ disobedience by the student</li> <li>▪ misconduct by the student</li> <li>▪ other conduct that is prejudicial to the good order and management of the school.</li> </ul>
<b>Proposed exclusion or recommended exclusion</b>	<p>A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:</p> <ul style="list-style-type: none"> <li>▪ disobedience</li> <li>▪ misconduct</li> <li>▪ other conduct that is prejudicial to the good order and management of the school, or</li> <li>▪ breach of Behaviour Improvement Conditions.</li> </ul>
<b>Cancellation of enrolment</b>	<p>The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school.</p>
<b>Behaviour Improvement Condition</b>	<p>A principal may impose a behaviour improvement condition if the principal is reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour.</p> <p>A <i>Behaviour Improvement Condition</i> requires the student to undertake a behaviour management program arranged by the school's principal. The program must be:</p> <ul style="list-style-type: none"> <li>▪ reasonably appropriate to the challenging behaviour</li> <li>▪ conducted by an appropriately qualified person</li> <li>▪ designed to help the student not to re-engage in the challenging behaviour</li> <li>▪ no longer than three months.</li> </ul>

\*Refer to departmental procedure [Safe, Supportive and Disciplined School Environment](#) for further details.

(Appendix 9, 10, 11- Behaviour Plan Steps and Examples of Inappropriate Behaviour; Minor and Major Behaviour Incidents)

### Relate inappropriate or unacceptable behaviour to expected school behaviours

When responding to inappropriate or unacceptable behaviours, staff members ensure that students understand the relationship of the behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour.
- explain how their behaviour differs from expected school behaviour.
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.



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Should an inappropriate or unacceptable behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

#### Ensuring consistent responses to inappropriate or unacceptable behaviour

At Windsor State School, staff members authorised to issue consequences for behaviour incidents are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to behaviour incidents across the school.

Students also receive training about how to respond when other students display inappropriate or unacceptable behaviour. The courteous way to respond when a staff member redirects a student's behaviour is taught and rehearsed to reduce the impact of peer engagement in the behaviour incident.

Student disciplinary absences (suspension and exclusion) may be considered:

- in the event of a serious, one-off behaviour incident or
- after consideration has been given to all other responses.

#### **6. Emergency responses 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 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 at serious risk.

#### Immediate strategies

- *Avoid escalating the unacceptable 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 calm, respect and detachment*  
(Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally).
- *Approach the student in a non-threatening manner*  
(Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates).

#### Reinforcement and Correction Strategies

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



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### Follow Up Strategies

- Restore normal school operations as soon as possible.
- Provide post incident opportunities that include:
  - assisting any distressed student/s to access appropriate support (e.g. Guidance Officer, Admin, Behaviour Support Services)
  - assisting the individual 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).
  - Recording a reflection or individual action plan to assist the student to develop a personal framework of expectations and appropriate actions.



### **Physical Intervention**

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

- physically assaulting another student or staff member.
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Windsor State School's staff demonstrate a duty of care to protect students and staff from foreseeable risks of injury. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

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

It is important that all staff understand:

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

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 reduce the risk of harm to self and others.
- take into account the age, stature, disability, understanding and gender of the student.

The time out room can be used when behaviour of a student is threatening harm to the student themselves or to other students or staff. Time in the room is strictly monitored and supervised by the Principal, Deputy Principal or HOSES.

### **Record keeping**

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

- School incident report on OneSchool
- Health and Safety Incident Record entered on MyHR
- Record of Incident/Debriefing Report on OneSchool (for student and staff as per process for Natural Justice)

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## 7. Network of student support

A team approach to Behaviour support for students at Windsor State School through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- | School-Based                                                                                                                                                                                                                                                                     | External                                                                                                                                                                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Parents</li><li>• Principal</li><li>• Deputy Principal</li><li>• HOSES</li><li>• Teachers</li><li>• Teacher-Aides</li><li>• Specialist Staff</li><li>• Support Staff</li><li>• Administration Staff</li><li>• Guidance Officer</li></ul> | <ul style="list-style-type: none"><li>• Senior Guidance Officer</li><li>• Behaviour Support Team</li><li>• Child Youth and Mental Health</li><li>• Department of Child Safety</li><li>• Managing Young Children Program (MYCP)</li></ul> |

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
- Neighbourhood Centre

## 8. 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.

Windsor 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 information relevant to the students' age, gender, disability, cultural background, socioeconomic situation, mental health and wellbeing, emotional state (such as individualised action plan or individual education plan), and
- 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.
  - provide written or verbal statements that will be taken into consideration in the decision making processes.
  - ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.



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### 9. Related legislation

- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2006](#)
- [Criminal Code Act 1899](#)
- [Anti-Discrimination Act 1991](#)
- [Commission for Children and Young People and Child Guardian Act 2000](#)
- [Judicial Review Act 1991](#)
- [Weapons Act 1990](#)
- [Work Health and Safety Act 2011](#)
- [Work Health and Safety Regulation 2011](#)
- [Right to Information Act 2009](#)
- [Information Privacy \(IP\) Act 2009](#)

### 10. Related 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](#)

### 11. Some related resources

- [Schoolwide Positive Behaviour Support](#)
- [Code of Conduct for School Students Travelling on Buses](#)
- [National Safe Schools Framework](#)
- [National Safe Schools Framework Resource Manual](#)
- [Working Together resources for schools](#)
- [Cybersafety and schools resources](#)
- [Bullying. No way!](#)
- [Take a Stand Together](#)
- [You Can Do It! Education Home](#)



# The Code of School Behaviour

Better Behaviour  
Better Learning

## 12. Endorsement

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**Effective Date:** November 2015 – December 2017 (to be reviewed 2018)