



**DEPOT HILL STATE SCHOOL  
Responsible Behaviour Plan**



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## 1. Purpose

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

To accomplish this, we at Depot Hill State School believe that students need to operate within the confines of a safe and supportive learning environment. We believe this supportive school environment is one where:

- All stakeholders in the school community feel safe and valued;
- We achieve the best social and academic learning outcomes for all students, by blending quality practices in the areas of curriculum, interpersonal relationships, and school organization;
- School staff, students and other stakeholders in the school community use non-violent, non-coercive and non-discriminatory language and practices; and
- Suspension and exclusion procedures are considered only when all other avenues have been exhausted or rejected.

By establishing a positive, optimistic environment, we believe we are able to cater for students' differences effectively and efficiently. Our policy reflects expectations that Depot Hill State School will model and generate a productive climate and culture for students to be able to proactively work along their journey of lifelong learning.

Depot Hill State School consists of two classes, one lower, Prep to three and one upper, four to seven. We have two full-time teachers and one part time teacher. Four teacher aides work with the students. It is an expectation, from every adult in the school that the students work to their very best ability every day.

Literacy and numeracy are key priorities of Depot Hill State School, as these life skills underpin all aspects of the teaching and learning process. Learning outcomes are achieved through the implementation of explicit instruction, and high expectations. We aim to provide high quality education that makes a positive difference to the lives of our students, while creating life-long learners who can participate successfully in society.

## 2. Consultation and data review

Depot Hill State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents also informed the development process. A review of The Responsible Behaviour Plan has been conducted in 2012. After discussions with Staff, The P & C Association, parents and other members of the community, changes have been made in order to address the needs of the school for the next three years.

This plan was endorsed by the Principal, the President of the P&C and Executive Director (Schools) in October 2012, and will be reviewed in 2015 as required in legislation.

## 3. Learning and behaviour statement

The focus of our school culture at Depot Hill State School is the philosophy of a supportive school environment.



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We believe behaviour and learning is enhanced through a whole-school approach towards promoting effective teaching, inclusive and engaging curriculum, and respectful relationships between staff and students. We believe that establishing productive partnerships with parents, staff and the wider community, contributes to increased positive behaviour in our school.

Our school community has identified two key characteristics for students, in order to teach and promote our high standards of responsible behaviour:

1. **Safety**
2. **Respect**

One of the Key Priorities of our School Improvement Agenda is to improve student reading and comprehension skills. As reading is integral to learning, this means that a certain level of behaviour is expected when in the classroom. At all times, students must behave in a manner that:

1. Allows themselves to learn,
2. Allows others to learn,
3. Allows teachers to facilitate learning.

#### **4. 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 Depot Hill State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our school rules. The School-wide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

	<b>CLASSROOM</b>	<b>PLAYGROUND</b>	<b>TOILETS</b>
<b>RESPECT</b>	<ul style="list-style-type: none"> <li>▪ Be prepared</li> <li>▪ Complete set tasks</li> <li>▪ Take an active role in classroom activities</li> <li>▪ Keep work space tidy</li> <li>▪ Keep bookwork neat and tidy</li> <li>▪ Be honest</li> <li>▪ Raise your hand to speak</li> <li>▪ Respect other student's right to learn</li> <li>▪ Respect the property of others</li> <li>▪ Talk in turns</li> <li>▪ Be a good listener</li> </ul>	<ul style="list-style-type: none"> <li>▪ Participate in school approved games</li> <li>▪ Be sun safe; wear a broad brimmed hat</li> <li>▪ Be a problem solver</li> <li>▪ Return equipment to appropriate place at the sports bell</li> <li>▪ Care for the environment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Respect privacy of others</li> <li>▪ Use toilets appropriately</li> <li>▪ Use toilets during breaks</li> <li>▪ Respect yourself</li> </ul>



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<b>SAFETY</b>	<ul style="list-style-type: none"> <li>▪ Enter and exit room in an orderly manner</li> <li>▪ Walk</li> <li>▪ Keep hands, feet and objects to yourself</li> </ul>	<ul style="list-style-type: none"> <li>▪ Play fairly – take turns, invite others to join in and follow rules</li> <li>▪ Wear covered in shoes and socks at all times</li> <li>▪ Be sun safe; wear a broad brimmed hat</li> <li>▪ Stay out of out-of-bounds areas.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Wash hands</li> <li>▪ Walk</li> </ul>
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These expectations are communicated to students via a number of strategies, including:

- The enrolment interview
- Behaviour lessons conducted by classroom teachers; and
- School Assemblies and during active supervision by staff during classroom and non-classroom activities.
- Newsletters

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

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- Comprehensive induction programs in the Depot Hill State School “Responsible Behaviour Plan for Students” delivered to new students and 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.
- Specific policies to address:
  - The Use of Personal Technology Devices\* at School (Appendix 1)
  - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).

Reinforcing expected school behaviour

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

**Depot Hill State School – “Gotcha Awards” - Positive Notices**

Staff members hand “Gotcha Awards” out each day to students they observe following school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When they ‘catch’ a student following the rules they can choose to give them a “Gotcha Award”. When students are given a “Gotcha Award”, they drop the card in the designated collection boxes in their respective classrooms.

Each fortnight, the Principal reviews the submitted cards and identifies students’ exemplary behaviour. These tickets are then placed into a random draw where two students from each classroom are drawn to receive an award from the



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GOTCHA BOX. After the fortnightly draws, all the cards are returned to the students to glue into their “GOTCHA” books as a record of their behaviour for the end of the year. Cards are never removed as a consequence for problem behaviour.

### Responding to unacceptable behaviour

#### **Re-directing low-level and infrequent problem behaviour**

When student exhibit low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school’s expectations.

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified to align with the expectations of our school community.

#### • **Targeted behaviour support**

Each year a small number of students at Depot Hill State School are identified through our data as needing a little bit extra 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.

Students (identified as requiring targeted behaviour support) attend their normal scheduled classes and activities with appropriate adjustments if required. However they have increased daily opportunities to receive positive contact with adults, additional support from itinerant staff and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the student’s program through academic support, adult mentoring or intensive social skills training.

Individual programs are coordinated by a school-based team with active administrator support and staff involvement. All staff members are provided with continuous overviews of-

- The program,
- The referral and response process,
- The reporting responsibilities of staff,
- The students being supported.

Students whose behaviour does not improve after participation in the ‘targeted behaviour support’ program, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

#### • **Intensive behaviour support: Behaviour Support Team**

Depot Hill 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 *Intensive Behaviour Support Team*:

- works with staff members to develop appropriate behaviour support strategies



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- monitors the impact of support for individual students through continuous data collection
- makes adjustments as required for the student, and
- works with the School Behaviour Leadership Team to achieve continuity and consistency.

The *Intensive Behaviour Support Team* has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and district-based behavioural support staff.

## 5. Emergency responses or critical incidents

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

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

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

### Basic defusing strategies

#### *Avoid escalating the problem behaviour*

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

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

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

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

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

#### *Follow through*

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



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### *Debrief*

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

### **Physical Intervention**

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

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

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

Physical intervention can involve coming between students, blocking a student's path, removing potentially dangerous objects and, in extreme situations, using more forceful restraint (as defined by P.A.R.T. Training).

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 achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student.

### **Record keeping**



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

- incident report on MYHR via OnePortal
- debriefing report (for student and staff) (Appendix 4).

## 6. Consequences for unacceptable behaviour

Depot Hill 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.

Behaviour Management should be a unified system incorporating both an emphasis on preventative techniques through a positive approach and offering corrective measures for both minor and major behaviours.

### Minor and major behaviours

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

- **Minor** problem behaviour is handled by staff members at the time it happens
- **Major** problem behaviour is referred directly to the school Administration team

The following pages include tables identifying unacceptable behaviours at Depot Hill State School. The behaviours listed are some of the possible behaviours that may arise. Other behaviours may also arise and will be dealt with accordingly, taking into consideration the situations as they occur.





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

	Area	Minor	Major
	Online Behaviour	<ul style="list-style-type: none"> <li>Breach of student ICT agreement</li> </ul>	<ul style="list-style-type: none"> <li>Online bullying</li> <li>Any form of online conversations that affects the school, including both staff and students</li> </ul>
<b>Safety</b>	Movement around school	<ul style="list-style-type: none"> <li>Running on concrete or around buildings</li> <li>Running in stairwells</li> <li>Not walking bike in school grounds</li> </ul>	
	Play	<ul style="list-style-type: none"> <li>Incorrect use of equipment</li> <li>Not playing school approved games</li> <li>Playing in toilets</li> </ul>	<ul style="list-style-type: none"> <li>Throwing objects</li> <li>Possession of weapons</li> </ul>
	Physical contact	<ul style="list-style-type: none"> <li>Minor physical contact (e.g. pushing and shoving)</li> </ul>	<ul style="list-style-type: none"> <li>Serious physical aggression</li> <li>Fighting</li> </ul>
	Correct Attire	<ul style="list-style-type: none"> <li>Not wearing a hat in playground</li> <li>Not wearing shoes outside</li> </ul>	
	Drugs/Other		<ul style="list-style-type: none"> <li>Possession or selling of drugs</li> </ul>
	Knives/ weapons at school		<ul style="list-style-type: none"> <li>Possession of any type of knife at school.</li> </ul>
	Follow instructions	<ul style="list-style-type: none"> <li>Low intensity failure to respond to reasonable adult request</li> <li>Non compliance</li> <li>Unco-operative behaviour</li> </ul>	
<b>Respect</b>	Language	<ul style="list-style-type: none"> <li>Inappropriate language (written/verbal)</li> <li>Calling out</li> <li>Poor attitude</li> <li>Disrespectful tone</li> </ul>	<ul style="list-style-type: none"> <li>Offensive language</li> <li>Aggressive language</li> <li>Verbal abuse / directed profanity</li> </ul>
	Property	<ul style="list-style-type: none"> <li>Petty theft</li> <li>Lack of care for the environment/property</li> <li>Littering</li> </ul>	<ul style="list-style-type: none"> <li>Stealing / major theft</li> <li>Wilful property damage</li> <li>Vandalism</li> </ul>
	Others	<ul style="list-style-type: none"> <li>Not playing fairly</li> <li>Minor disruption to class</li> <li>Minor defiance</li> <li>Minor bullying / harassment</li> <li>Minor dishonesty</li> </ul>	<ul style="list-style-type: none"> <li>Major bullying / harassment</li> <li>Major disruption to class</li> <li>Blatant disrespect</li> <li>Major defiance</li> <li>Major dishonesty</li> </ul>
	Being in the right place	<ul style="list-style-type: none"> <li>Not being punctual (e.g. lateness after breaks)</li> <li>Not being prepared for class</li> <li>Not in the right place at the right time</li> <li>Not completing set tasks</li> </ul>	<ul style="list-style-type: none"> <li>Leaving class without permission (out of sight)</li> <li>Leaving school without permission</li> </ul>
	Mobile Phone	<ul style="list-style-type: none"> <li>Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member)</li> </ul>	<ul style="list-style-type: none"> <li>Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation</li> </ul>



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**Minor** behaviours are those that:

- are minor breeches of the school rules
  - running on cement paths etc.
- do not seriously harm others or cause you to suspect that the student may be harmed
  - pushing and shoving etc.
- do not violate the rights of others in any other serious way
  - swearing during interactions between students etc.
- are not part of a pattern of problem 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 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.
- a re-direction procedure. The staff member takes the student aside and:
  1. names the behaviour that student is displaying,
  2. asks student to name expected school behaviour,
  3. states and explains expected school behaviour if necessary
  4. gives positive verbal acknowledgement for expected school behaviour.



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## EXAMPLES OF MINOR BEHAVIOURS AND SUGGESTED CONSEQUENCES

Breach	Suggested Consequences
<b>Bickering</b> (Significant)	<ul style="list-style-type: none"> <li>- Defuse</li> <li>- Counsel</li> </ul>
<b>Wilful Disobedience</b>	<ul style="list-style-type: none"> <li>- Supported Exit/Time Out</li> <li>- Time Out with Principal</li> <li>- Counsel</li> <li>- Advise parents/carers</li> <li>- Consider In School Suspension</li> <li>- Enter details on OneSchool</li> </ul>
<b>Disruptive Behaviours</b> (Unintentional)	<ul style="list-style-type: none"> <li>- Make child aware of unacceptable behaviour</li> <li>- Counsel</li> <li>- Positive reinforcement of appropriate behaviours</li> <li>- Supported Exit from class</li> <li>- Advise parents</li> <li>- Enter details on OneSchool</li> </ul>
<b>Lack of Application</b>	<ul style="list-style-type: none"> <li>- Telephone Parents/Carers</li> <li>- Parent/Carer/Teacher Interview</li> <li>- Counsel child/parent/carer as required</li> </ul>
<b>Harassment</b> <ul style="list-style-type: none"> <li>- Bullying</li> <li>- Teasing</li> </ul>	<ul style="list-style-type: none"> <li>- Make child aware of unacceptable behaviour</li> <li>- Time Out with Principal / Implement Bullying Response Table</li> <li>- Counsel</li> <li>- Continued behaviour dealt with under Suspension Guidelines</li> <li>- Enter details on OneSchool</li> </ul>
<b>Littering</b> <ul style="list-style-type: none"> <li>- Individual</li> <li>- Group/Class</li> </ul>	<ul style="list-style-type: none"> <li>- Staff on Playground Duty to rectify</li> <li>- Supervised clean up by individuals, groups or classes</li> </ul>
<b>Rudeness</b>	<ul style="list-style-type: none"> <li>- Oral apology to target</li> <li>- Written apology presented</li> <li>- Supported Exit from Classroom</li> <li>- Time Out</li> <li>- Counsel</li> </ul>
<b>Swearing</b> <ul style="list-style-type: none"> <li>- Inappropriate interactions with other students</li> </ul>	<ul style="list-style-type: none"> <li>- Reminder of Expectations</li> <li>- Supported Exit/Time Out</li> <li>- Counsel</li> <li>- Written Apology</li> <li>- Incident recorded on OneSchool</li> </ul>
<b>Tantrum</b> <ul style="list-style-type: none"> <li>- Verbal</li> </ul>	<ul style="list-style-type: none"> <li>- Time Out within Classroom</li> <li>- Time Out with Principal (Counsel)</li> <li>- Verbal/Written Apology</li> <li>- Enter details on OneSchool</li> </ul>



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**Major** behaviours are those that:

- significantly violate the rights of others
  - swearing directly at an adult or in conversation with an adult etc.
- put others / self at risk of harm
  - bringing any form of knife to school, fighting etc.
- 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:

- Escorts the student to Administration (if possible) and records the incident on ONESCHOOL; or
- Supervises the student while Administration is notified of a referral.

Major problem behaviours may result in the following consequences:

- **Level One:** Time in office, removal to withdrawal room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence.  
AND/OR
- **Level Two:** Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school
- **Level Three:** Students who engage in very serious problem behaviours such as major violent physical assault or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.



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### EXAMPLES OF MAJOR BEHAVIOURS LEVELS AND SUGGESTED CONSEQUENCES

	MAJOR BEHAVIOUR LEVELS	CONSEQUENCES
← LEVEL 1 →	<p><b><u>Level One Major Behaviours</u></b></p> <p>Students may be doing one or more of the following -</p> <ul style="list-style-type: none"> <li>- Intentionally causing bodily harm to self or others</li> <li>- Vandalism</li> <li>- Verbal abuse and swearing during interactions with other students</li> <li>- Insolence</li> <li>- Stealing</li> <li>- Offences against other students or staff</li> <li>- Bullying or sexual harassment</li> <li>- Inappropriate online behaviours both inside and outside school hours</li> <li>- Fighting and violence towards others</li> <li>- Assault – first offence</li> <li>- Being out of the grounds without permission</li> <li>- Displaying little or no effort to improve behaviour or attitude</li> <li>- Continued deterioration of behaviour</li> </ul>	<ul style="list-style-type: none"> <li>- Your parents/carers will be contacted by <b>telephone</b> and <b>letter</b> regarding your behaviour, attitudes and placement on Level One</li> <li>- Whilst on this level, you may not be permitted to attend any excursions, camps or other extra-curricular activities</li> <li>- If this is a bullying incident (in person or online) then the bullying procedure will also be followed</li> <li>- You may have <b>Time Out</b> sessions to complete with the Principal for a period of up to <b>three</b> weeks</li> <li>- You may be placed in an <b>In School Suspension</b> between 1 and 5 days or an <b>official School Suspension</b> by the Principal</li> <li>- You may be placed on a <b>Daily Report</b></li> </ul>
← LEVEL 2 →	<p><b><u>Level Two Major Behaviours</u></b></p> <p>In addition to continued non-compliance, students on <b>Level Two</b> may be doing one or more of the misdemeanours listed in the previous level and/or the following-</p> <ul style="list-style-type: none"> <li>- Drugs and/or cigarettes or alcohol being brought to school</li> <li>- Knives of any type being brought to school</li> <li>- Serious Vandalism</li> <li>- Swearing at and/or during conversations with staff.</li> <li>- Abusing staff</li> <li>- Continued verbal abuse and swearing during interactions with other students</li> <li>- Serious Internet infringements</li> <li>- Continued malicious bullying and fighting</li> <li>- Continued inappropriate online behaviour both inside or outside the school</li> <li>- Smoking</li> <li>- Possession of and/or use of alcohol or other prohibited substances/items</li> <li>- Assault – second offence in a term</li> <li>- Wilful destruction of property</li> </ul>	<ul style="list-style-type: none"> <li>- Your parents will be requested to attend a meeting to discuss the situation with your teacher and the Principal</li> <li>- If this is a bullying incident (in person or online) then the bullying procedure will also be followed</li> <li>- You may be placed on an <b>In School Suspension</b> or official <b>School Suspension</b> for 1 to 5 days or 6 to 20 days</li> <li>- You may only return to class after you have agreed to change your behaviour and attitudes</li> </ul>
← LEVEL 3 →	<p><b><u>Level Three Major Behaviours</u></b></p> <p>A student may be suspended pending a decision to exclude for-</p> <ul style="list-style-type: none"> <li>- Disobedience so serious that suspension of the student is inadequate to deal with the behaviour</li> <li>- Misconduct so serious that suspension of the student is inadequate to deal with the behaviour</li> <li>- Other conduct of the student that is prejudicial to the good order and management of the school</li> <li>- So serious that suspension of the student from the school is inadequate to deal with the behaviour contravention of a BIC.</li> </ul>	<ul style="list-style-type: none"> <li>- You may be suspended (with a proposal/ recommendation for exclusion) from Depot Hill State School. Before a suspension (with recommendation for exclusion) is applied a Behaviour Improvement Condition (BIC) may be given.</li> </ul>





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## Bullying Response Table

STEP	RESPONSE	CONSEQUENCES
1.	A student reports an incident. The incident is recorded in <b>OneSchool</b> .	The Bully is given a warning and they are placed on <b>Step 1</b> . They are reminded of what the process will be if there is another incident.
2.	A student is on <b>Step 2</b> when they have two reports about them bullying. It does not have to be the same person they are bullying or even the same day.	The student misses play at <b>big lunch</b> for one day.
3.	A student is on <b>Step 3</b> when they have three reports about them bullying. It does not have to be the same person they are bullying or even the same day.	The student misses play at <b>big lunch</b> for five days. A <b>letter</b> will be sent home to their parents or carers.
4.	A student is on <b>Step 4</b> when they have another report about them bullying. It does not have to be the same person they are bullying or even the same day.	<b>Formal Interview</b> Two teachers facilitate a specific interview with the student and the students they have been bullying. A letter will be sent home to the parents or carers with a request for a meeting. This is the <b>last opportunity</b> for the students to resolve their issues.
5.	A student is on <b>Step 5</b> when there is another report about them bullying. It does not have to be the same person they are bullying or even the same day.	<b>Suspension</b> Internal or external at the Principal's discretion.



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### Relate problem behaviours to expected school behaviours

When responding to inappropriate behaviours, staff members ensure that students understand the relationship of the problem 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.

Should a problem 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 problem behaviour

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

Students also receive training about how to respond when other students display problem behaviour, and the appropriate manner to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

## **7. Network of student support**

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

- Teachers
- Support Staff
- Administration Staff
- Parents
- Guidance Officer
- Advisory Visiting Teachers
- Positive Learning Centre Staff
- Senior Guidance Officer
- Youth Support Coordinator.
- School Adopt-a-cop

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.





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### 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.

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

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

Depot Hill State School considers the different abilities, skills and life experiences of students through our curriculum, interpersonal relationships and organisational practices. We understand that each student is an individual which means that the behaviour displayed is specific to the student. Not all behaviours can be dealt with by enforcing a blanket rule. Each student, their behaviour and their consequence will be dealt with individually using the RBP as a guide.

When implementing a consequence for inappropriate student behaviour, a range of significant factors are considered, including, context, emotional wellbeing, culture, gender, race, socioeconomic situation and impairment.

The reasoning behind the behaviour is also considered before actioning a consequence. For instance, why is the student doing something that they know will get them suspended? Maybe they want to spend time at home and by implementing the suspension, ultimately we are giving the student what they want. A more appropriate consequence may be an internal suspension where the student is required to be at school, but is not able to interact with peers.

All of these factors can influence the way in which students act and react to adult responses. 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 the school community members will be considered at all times.



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### 9. Student Disciplinary Absences

Student Disciplinary Absences will be issued after all other consequences for major behaviours have been considered.

When a student has received all of the appropriate consequences for continued inappropriate behaviours the Principal will issue the student with a Disciplinary Absence. The student will remain with the Principal while parents/ carers are notified. Students are to be collected from school if necessary. The student and the parents/carers will receive written confirmation of the Disciplinary Absence.

Re-entry from a Disciplinary Absence requires the student and parents/carers to attend a meeting with the Principal before attending class. The Students, Parents and Principal are to complete a Re-Entry Contract identifying the student's goals, the actions of both the school and the parents/carers that will enable the student to reach the set goals and the consequences of breaching the contract.

On Re-Entry Students will:

- Be placed on Weekly Behaviour Reflection Sheets for two weeks, where their behaviour is monitored and recorded daily by the teachers.
- Lose all school based privileges, including any school badges, for two weeks



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### 10. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

### 11. Related policies

- [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 Interviews and Police or Staff Searches at State Educational Institutions](#)
- [Using the Department's Corporate ICT Network](#)
- [Managing Electronic Identities and Identity Management](#)
- [Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)

### 12. Related resources

- [Bullying. No Way!](#)
- [Schoolwide Positive Behaviour Support](#)
- [Code of Conduct for School Students Travelling on Buses](#)

### ***Endorsement***

\_\_\_\_\_  
Principal

\_\_\_\_\_  
P&C President or  
Chair, School Council

\_\_\_\_\_  
Regional Executive Director or  
Executive Director (Schools)

Date effective:

from 1 January 2013 to 31 December 2015



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## Appendix 1

### **The Use of Personal Technology Devices\* at Depot Hill State School**

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

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

Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

#### **Confiscation**

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

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

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

#### **Personal Technology Device Etiquette**

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

#### **Recording voice and Images**

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Depot Hill State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

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



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

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying<sup>1</sup> or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

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

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

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

### **Text communication**

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

### **Assumption of cheating**

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

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

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

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



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

### **Special Circumstances Arrangement**

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

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



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## Appendix 2

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

#### Purpose

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

#### Rationale

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour,



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including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

7. The anti-bullying procedures at Depot Hill State School are an addition to our already research-validated schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

### Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:
  - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
  - All students know both school rules and have been taught the expected behaviours attached to each rule in all areas of the school
  - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
  - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
  - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.
9. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.
10. An initial introductory lesson is delivered, which teaches the process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.
11. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.
12. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Depot Hill State School takes care to





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combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

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





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### Appendix 3

#### Depot Hill State School Behaviour Referral Form

<b>Student Name:</b>			<b>Location (please tick)</b>	
<b>Date:</b>	<b>Time:</b>	<b>Class:</b>	Playground	
<b>Referring staff member :</b>			Specialist Lesson	
			Classroom	
			Other	

Problem Behaviour	
Minor (Please tick)	Major (Please tick)
<b>Defiance/Disrespect</b> Low intensity brief failure to follow directions	<b>Defiance/Disrespect</b> Continued refusal to follow directions, talking back and / or socially rude interactions.
<b>Physical Contact</b> Student engages in non-serious but inappropriate physical contact.	<b>Physical Aggression</b> Actions involving serious physical contact where injury may occur (e.g. hitting, punching, hitting with an object, kicking, scratching etc)
<b>Inappropriate language</b> Low intensity language (e.g. shut up, idiot etc)	<b>Inappropriate / Abusive language</b> Repeated verbal messages that involve swearing or use of words in an inappropriate way directed at other individual or group
<b>Disruption</b> Low intensity but inappropriate disruption.	<b>Disruption</b> Repeated behaviour causing an interruption in a class or playground. (e.g. yelling or screaming, noise with material, disrupting games, sustained out of seat behaviour etc)
<b>Property Misuse</b> Low intensity misuse of property.	<b>Vandalism</b> Student engages in an activity that results in substantial destruction or disfigurement of property
<b>Dress Code</b> Student wears clothing that is near, but not within, the dress code guidelines defined by the school.	<b>Dress Code</b> Refusal to comply with school dress code.
<b>Safety</b> Student engages in brief or low-level safety violation not involving hurting any other individuals or groups.	<b>Safety</b> Student engages in frequent unsafe activities where injury may occur.
<b>Dishonesty</b> Student engages in minor lying/cheating not involving any other person.	<b>Major Dishonesty</b> Student delivers message that is untrue and / or deliberately violates rules and/or harms others
<b>Other</b>	<b>Harassment / Bullying</b> Repeated teasing, physical and verbal intimidation of a student.
	<b>Other</b>

<b>School Expectation Category</b>			
Be SAFE		Be Respectful	Be Responsible

<b>Others involved in incident</b>			
None	Peers	Staff	Other



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## Appendix 5

### Debriefing Report

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:

- Reverse or minimise the negative effects of physical intervention
- Prevent the future use of physical intervention
- Address organisational problems and make appropriate changes

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).

Debriefing should provide information on:

- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

The specific questions we want to answer through the debriefing process are:

- **FACTS:** what do we know happened?
- **FEELINGS:** how do you feel about the event that happened?
- **PLANNING:** what can/should we do next?

#### Questions for staff

- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was your emotional state at the time of the escalation?

#### Questions for student

- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- Is there anything that you would do differently?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

For students who have language or communication difficulties the debriefing process will need to be modified to accommodate their specific receptive and expressive needs.