



The Code of
**School
Behaviour**
Better Behaviour
Better Learning

Responsible Behaviour Plan for Students

(2019 – 2021) based on *The Code of School Behaviour*

1. Purpose

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

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

2. Consultation and data review

Coolum State School developed this plan in collaboration with our school community. Consultation with parents (P&C), staff and students was undertaken through staff and community meetings held during 2018. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2016-2018 also informed the development process. Our school rules are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

The Plan was endorsed by the Principal and the President of the P&C.

3. Learning and behaviour statement

All areas of Coolum State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

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

Our school community has identified the following motto as a guide to student behaviour: **Do The Right Thing.**

Three school rules are taught to promote our high standards of responsible behaviour:

- **Be safe**
- **Be responsible**
- **Be respectful.**

Posters (**Appendix 6**) of our behaviour motto and school rules are located in each classroom. It is expected that teachers discuss these at the beginning of each term and refer to them regularly throughout the term.

Plaques with the behaviour motto and rules are also located in various prominent areas throughout the school to remind students of our expectations.

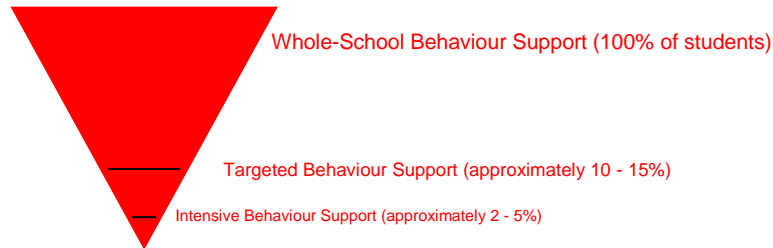


The Code of School Behaviour

Better Behaviour
Better Learning

Coolum State School has a range of behaviour support needs. A whole school approach shapes, supports and recognises appropriate behaviours in all students. Approximately 80% to 90% of students will have little or no difficulties. However about 10 to 15% of students may need additional support and timely intervention on some occasions.

For a variety of reasons, approximately 2 to 5% of students may not respond to these early efforts and may need more intensive support and/or flexible learning options to assist them to continue their learning.



The following is the school response to the management of inappropriate playground and classroom behaviours.

Definitions:

Universal Behaviour Support – are those strategies, which are put in place for all children. Steps 1 – 3 of the Response to Inappropriate Classroom Behaviour and Warnings and First Detentions of the Response to Inappropriate Playground Behaviour may be consequences at this level.

Targeted Behaviour Support – may be those strategies, which are put in place for children who reach Steps 4 and 5 of the Response to Inappropriate Classroom Behaviour and Second Detentions of the Response to Inappropriate Playground Behaviour.

Individual Behaviour Support – may be those strategies, which are put in place for children who reach Steps 6 of the Response to Inappropriate Classroom Behaviour and persistent and / or serious incidents of the Response to Inappropriate Playground Behaviour.

In instances where an illegal activity has occurred, for example, the use and possession of illegal drugs, smoking, misuse of potentially harmful substances, major theft, truancy, serious vandalism, weapons misuse, serious assault, threatening offences, departmental procedures will be implemented through the appropriate Legal course of action.

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 Coolum 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. (**See Appendix 6** – Do The Right Thing displayed in every classroom and referred to by teachers on a regular basis)



The Code of School Behaviour

Better Behaviour
Better Learning

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

Our school uses a range of proactive and preventive whole school processes and strategies which:

- facilitate the development of acceptable standards of behaviour to create a caring, productive and safe environment for learning and teaching
- promote an effective learning and teaching environment that allows positive aspirations, relationships and values to develop
- foster mutual respect
- encourage all students to take increasing responsibility for their own behaviour and the consequences of their actions.

Proactive		Preventative	
Strategy	Description	Strategy	Description
1. Classroom based reward systems	In consultation with students each teacher develops a set of class rules / expectations and rewards. This system rewards students for following rules and expectations of the classroom. eg: - Free time - Stickers - Play money which is exchanged for prizes at the end of term. - Reward charts - Class "Good Ones"	1. Classroom based preventive systems	In consultation with students each teacher develops a set of class rules / expectations and consequences. This system also encompasses the Step System outlined below. eg: - Posters indicating step level of students
2. Cleaner's Awards	Awards given to classes who keep their rooms clean and tidy. Weekly draw on parade where the winning class receives a certificate.	2. Step System for Classrooms	Should students fail to respond to the negotiated strategies listed above then our Step System comes into play with the classroom environment. Steps 1 – 3 are usually enough to re-focus a child's inappropriate behaviour.
3. Gold, Silver, Bronze Awards	Awards given to students for academic, leadership and behaviour. (Years 3-6) This is recorded on OneSchool.	3. Playground Duty Folders	A system has been developed whereby if teachers on duty see a child displaying inappropriate behaviour, then they enter their name in the folder. A teacher aide later enters the details into a data base and monitors these entries. Children are warned when they are getting close to detention. Prep – Instant consequence ie. Sitting out for a short time or accompanying the teacher whilst on duty. Yr1 – 3 – Three entries in the playground duty folder equates to three sessions of detention. Yr 4 – 6 Five entries in the playground duty folder equates to five sessions of detention.
4. Student of the Week	Each teacher acknowledges the efforts of one student in their class. This is recorded on OneSchool. A certificate is then presented on parade and names of students published in the newsletter. Each specialist teacher acknowledges the efforts of one the classes taught during the week. A certificate is then presented on parade and names of students published in the newsletter.	4. Activity Withdrawal	Teachers may ask children who are involved in misdemeanours to sit out of the activity that they are involved in.
5. Competitions promoting excellence	Encouraging students to be involved in a range of competitions and events which promote excellence eg. - Competitions (LOTE, Chess, Tournament of the Minds) - ICAS (International Competitions and Assessments for Schools)	5. Behaviour Contracts	Behaviour contracts can be implemented by teachers to modify specific behaviours of students within and outside of the classroom. Teachers are encouraged to involve parents in the process.



The Code of School Behaviour

Better Behaviour
Better Learning

	<ul style="list-style-type: none"> - Sunshine Coast Maths Tournament - Eisteddfod - Kidding - District and Zone Sporting Events (Swimming, Athletics, Cross Country) - District Sport Events - Cheerleading - Netball Gala Day - Interschool Sport - Intra-school Surfing Competition - Billy Moore Shield - NRL Development Cup - All School AFL Competition - Brisbane International Tennis Challenge - South East Queensland Football (Soccer) - Robotics challenges and competitions - Rock Bands 		Feedback on progress should be provided to parents on a regular basis.
6. Curriculum and Pedagogy	Curriculum and pedagogy are a focus to reducing behavioural issues within classrooms. Units of work, which are engaging, interesting and differentiate for the needs and abilities of the students reduce the amount of behavioural issues within a class. Personalised Learning Plans are developed for identified students and outline adjustments to curriculum delivery.	6. Curriculum Adjustments	Curriculum adjustments and modifications may be used to support students' behavioural outcomes.
7. First Year Teacher Program	First Year Teacher Program where teachers are monitored for suitability. Regular observations are made of these teachers and feedback provided. There is a great emphasis on effective classroom management and behaviour management. Discussions about micro-skills are a part of the overall process. This is a formal Education Queensland Process.	7. Year 6 Code of Conduct	All Year 6 students and their parents sign a Year 6 Code of Conduct Agreement. (Appendix 4)
8. Preservice Teaching Program	Coolool State School is a school for teachers in training. During practicums great emphasis is placed on behaviour and classroom management. In-service is provided to student teachers on our Responsible Behaviour Plan for Students and effective strategies to use within the classroom.	8. Immediate Consequences	For Prep students and Year 1 students it may be necessary to implement a system of immediate consequence for serious misbehaviours as negotiated with the parent.
9. Program Achieve	Prep – 2 teachers follow the philosophy of Program Achieve. This aims to develop the potential of all children academically, intellectually, emotionally and interpersonally through four foundations of Confidence, Persistence, Organization and Getting Along. These are given to students at the same time as the Gold, Silver and Bronze Awards.	9. Alternate Eating Areas	Some students demonstrate behaviours, which affect the good order and management of the school especially around eating times. These students are sometimes asked to eat in another supervised area away from their peers.
10. Parent / Teacher Interviews	Parent / Teacher interviews are offered twice a year to coincide with parents receiving the school report. Parents are also encouraged to arrange parent / teacher interviews when they feel it is necessary to do so.	10. Playground monitoring Folders	Some students demonstrate behaviours, which affect the good order and management of the school especially around play times. These students are given a folder which outlines where they are to play. The folder is then signed by the duty teacher. Demonstration of appropriate behaviours will mean the folders are taken away and the child given the opportunity to play with their peers.
11. Alternatives to playing on the grounds during the breaks.	<p>A Games Room Operates within the school. This provides an alternative to more physical activities during the lunch break. It also provides a safe haven for students who feel overwhelmed by the outside activities, which are on offer.</p> <p>The junior and senior labs are supervised during the breaks to allow students access to the school's computers.</p> <p>The library is also another venue for</p>	11. Buddy Class	Buddy Classes are used by teachers for children display inappropriate classroom behaviours and have been placed on Step 2. Children who reach Step 3 are relocated to a Buddy Classroom for the rest of the session or day.



The Code of School Behaviour

Better Behaviour
Better Learning



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	students who do not wish to play outside.		
12. Bullying No Way	Each year Coolum State School is involved in the Bullying No Way initiative. The school has access to a range of resources from the website which are used with students on parade, in classrooms and with parents via the newsletter.		
13. STOP, WALK, TALK	The school has introduced a pro-active strategy, which encourages students to be assertive if they feel they don't like what another child is doing to them. Posters are located in classrooms and around the school, which teachers refer to when resolving playground incidents.		
14. School Rule Surfboards	These are located in the large covered play area and adjacent to the walkway leading to the Multi-Purpose Hall. These serve as reminders for our school community about the behaviour expectations of Coolum State School.		
15. Good Ones	Good Ones are given to students by teachers on playground duty for any good deed, which is noticed or asked for. Good deeds include picking up papers, helping another child. etc. Good Ones tickets go into a weekly draw on parade, the winner receiving an icy pole from the tuckshop.		
16. Lunch time sport	Bins of sporting equipment are provided for the students to use during the lunch breaks. (Minky, Cricket, Touch Football, Soccer, Basket Ball, OzTag) The Sports shed is also open at break times for the older students to borrow sporting equipment. Teacher directed sporting activities are also provided on a needs basis.		
17. Social Skills Program "Let's Chill"	For children who are persistently identified as requiring social skilling, a program is implemented to try encourage them to play appropriately with their peers. The school funds a presenter from "Let's Chill" program and is also attended by our school Student Welfare Teacher and Guidance Officer.		
18. Students with a disability	Children with high support needs in the playground due to disability are monitored in the playground or in the Learning Enhancement Centre (L.E.C.) These students have a case manager who manages the implementation of Individual Behaviour Support Plans through the Support Provisions in Oneschool.		
19. Individual Circumstances	Coolum State School staff respond to individual circumstances ie. Death in the family, poor home life etc by providing a nurturing environment during stressful times and referral to Support Agencies outside of the school environment. (See Section 7 – Network of Support)		
20. Parent Information Sharing	Providing information to parents via the school newsletter, Facebook, electronic sign, school website or email. Parent talks at the beginning of the year, parent / teacher interviews and parades.		
21. Class Discussions	Teachers are encouraged to conduct discussions with their classes should major issues be occurring within the class. Bullying, cyber-bullying.		
22. Staff Update	School Behaviour Leadership team members regularly provide information to staff and share best practice where ever possible. (eg. Staff Meetings, Daily Notice, Year Level Meetings and Pupil		



The Code of School Behaviour

Better Behaviour
Better Learning

	Free Days)		
23. Extra-curricular Activities	Many children are involved in teacher directed lunchtime activities such as Rock Bands, Choirs, Cheerleading, School Musical (Every two years), our annual Coolum's Got Talent competition and training with various interschool or representative sporting teams.		
24. Stranger Danger	Teachers have access to materials from the Daniel Morcombe Foundation as an option. (Online and Library)		
25. Profiling	Coolum State School has a number of trained classroom profilers. On request, teachers can have a profiler view lessons and provide feedback on the teacher's use of the Essential Skills for Classroom Management. The Feedback provided is confidential between the profiler and the class teacher. It is recommended that teachers have follow up sessions based on the implementation of feedback provided.		
26. Recording Positive Behaviours	Teachers are encouraged to acknowledge positive behaviours and record these in OneSchool.		
27. Games Room	Children identified as "At Risk" may be directed to attend the Games Room as part of an alternate program.		
28. Year 6 / Prep Mentoring	Year 6 Classes team up with Prep classes for a range of sharing activities, which promote positive role modelling.		

Reinforcing expected school behaviour

At Coolum 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 encouraged to give consistent and appropriate acknowledgement and rewards.

Responding to unacceptable behaviour

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others and interact appropriately.

Re-directing low-level and infrequent problem behaviour

When a student exhibits 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 they could modify their behaviour.

Targeted behaviour support

Each year a small number of identified students at Coolum State School receive extra support to encourage more positive behaviours. 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. At



**The Code of
School
Behaviour**
Better Behaviour
Better Learning

Coolum State School we may use a range of proactive and preventative strategies:

Proactive		Preventive	
Strategy	Description	Strategy	Description
1. Investigative Process	Investigations into incidents are conducted by either the Student Welfare Teacher or the Deputy Principal – Student Welfare. Minor incidents (mainly playground) are recorded on One Note and more major incidents are recorded on OneSchool.	1. The Classroom Step System	Steps 4 and 5 are used for students who fail to react appropriately to preventive strategies listed in Whole School Behaviour Support
2. Student Welfare Meeting	Each week, the student welfare team (DP – Student Welfare, DP – Daily Operations, Guidance Officer, Student Welfare Teacher) meet to discuss student welfare and behavioural issues. Each case is documented and reviewed and closed if actions are complete.	2. Playground Duty Folders	Detentions as a response to continued inappropriate playground behaviour. Prep – Instant consequence ie. Sitting out for a short time or accompanying the teacher whilst on duty. Yr1 – 3 – Five entries in the playground duty folder equates to five sessions of detention. Yr 4 – 6 Five entries in the playground duty folder equates to five sessions of detention.
3. Student Welfare Teacher	A Student Welfare Teacher is employed at the school. The job of the Student Welfare Teacher is to monitor / advise students who have been identified through the student welfare meeting process. The Student Welfare Teacher also has the role to develop Alternative Education Programs and monitor student progress.	3. Behaviour Contracts	Individual Behaviour Contracts can be implemented by the Deputy Principal – Student Welfare or Head of Special Education Services (HOSES) to modify specific behaviours of students within and outside of the classroom. Parents are encouraged to be involved in the process. Feedback on progress should be provided to parents on a regular basis.
4. Guidance Officer	The Guidance Officer may be involved with a student's behavioural issues at the request of the Student Welfare Committee or the parent. In all cases parents have to give their written consent for this to occur.	4. Year 6 Code of Conduct	All Year 6 students and their parents sign a Year 6 Code of Conduct Agreement. (Appendix 4)
5. Social Skills Program – Proud Peacocks – “Let's Chill”	For children who are persistently identified as exhibiting inappropriate behaviours, a social skills program may be implemented to try encourage them to play appropriately with others.	5. Immediate Consequence	For Prep students and Year 1 students it may be necessary to implement a system of immediate consequence for serious misbehaviours.
6. Sunny Kids	The school pays into a referral process for families of students experiencing a range of issues including behaviours of primary aged family members.	6. Support Provisions	Support Provisions are documented, parent approved alternative arrangements for eating and / or play time. These are documented in OneSchool.
7. Debrief	Students who have been victims of another child's inappropriate behaviour are provided with counselling (if they wish) and parents of these children are contacted and advised of the incident.	7. Individual Behaviour Support Plans	An Individualised Behaviour Support Plan is a parent approved plan of actions to be taken to limit opportunity for identified students to disrupt the good order, management and safety of the school. These are recorded in OneSchool and regularly reviewed by the Behaviour Support Team.

Intensive behaviour support: Behaviour Support Team

Coolum 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 other staff members to develop appropriate behaviour support strategies



**The Code of
School
Behaviour**
Better Behaviour
Better Learning

- 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.

Proactive		Preventive	
Strategy	Description		
1. Investigative Process	Investigations into incidents are conducted by either the Student Welfare Teacher or the Deputy Principal – Student Welfare. Each incident investigation is documented and major incidents are taken to the weekly Student Welfare Meeting for review.	1. Suspension 1-10 days (Short Suspension)	Suspension is a serious disciplinary consequence applied to address more serious inappropriate behaviours. If a student is suspended, it means that they are required to stay away from school for a set period of time.
2. Student Welfare Meeting	Each week, the student welfare team (DP – Student Welfare, DP – Daily Operations, Guidance Officer, Student Welfare Teacher) meet to discuss major issues / incidents, which have emerged during the course of the week. Minutes are kept and actions to be undertaken are followed up prior to the next meeting.	2. Suspension 11 -20 days (Long Suspension)	Suspension is a serious disciplinary consequence applied to address more serious inappropriate behaviours. If a student is suspended, it means that they are required to stay away from school for a set period of time.
3. Student Welfare Teacher	A Student Welfare Teacher is employed at the school. The job of the Student Welfare Teacher is to monitor / counsel students who have been identified through Playground Folders or referred by the class teacher. The Student Welfare Teacher also has the role to develop Alternative Education Programs and monitor student progress through meetings with parents and students.	3. Exclusion	The Principal will consider Exclusion if satisfied that suspension of the student from the school would be inadequate to deal with the student's behaviour.
4. Guidance Officer Intervention	In consultation with and approval of parents, the student may be referred to the Guidance officer for diagnostic testing or counselling.		
5. Re-entry Contracts	Re-entry Contracts are developed for children returning to the school from suspension or Step 4. These contracts outline the behaviours, which are expected from the student on return to school. These contracts are signed and dated by the student, parent and Deputy Principal - Student Welfare or Student Welfare Teacher.		
6. Individual Behaviour Management Plans	Individual Behaviour Management Plans can be developed for students who are returning from suspension or		



The Code of School Behaviour

Better Behaviour
Better Learning

	regularly demonstrate high level inappropriate behaviours. These plans may outline: - modified arrival and departure times for school attendance - alternative lunch breaks - specific timetables for lunch and play where students may be separated to minimise potential incidents.		
7. Behaviour Support Funding	Applications for Behaviour Support Funding from the District may be made to support and monitor students who have been suspended more than once.		
8. Interagency intervention	Intervention and or advice may be sort from other government and non-government agencies: - Department of Child Safety, Youth and Women - Child Protection and Investigation Unit (CPIU) - Child Youth Mental Health Service - Family and Child Connect - AIMS Team - Applications for Mental Health Funding - Guidance Officer - Student Engagement		
9. Students in Care	For students in the care of the state, funding to support the implementation of the Educational Support Plan may be accessed. Applications for this funding is made through the District Office.		
10. Debrief	Students who have been victims of another child's inappropriate behaviour are provided with counselling (if they wish) and parents of these children are contacted and advised of the incident.		

5. Consequences for unacceptable classroom behaviour

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

Coolum State School Step System of Behaviour Management

Step 1	Warning.
Step 2	Move to a single seating position within classroom.
Step 3 - Minor	Move to the Buddy Class for the rest of the session.
Step 3 - Major	Move to the Buddy Class for the rest of the day.
Step 4	Move to Behaviour Support Room for a maximum of 5 days.
Step 5	Short Suspension (1-10 days) Long Suspensions (11 – 20 days)
Step 6	Exclusion



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Possible Consequences Inappropriate Classroom Behaviour

Level of Consequence	Examples of Inappropriate Classroom Behaviour
Steps 1 – 3	<ul style="list-style-type: none"> • Consistent refusal to participate • Bullying (Verbal / Emotional) • Exclusion of a student from a group / participation • Non-consideration of others • Constant chipping away at self-esteem • Inappropriate physical touching • Inappropriate language • Disrupting other students' learning • Talking and interrupting • Refusal to work • Non-completion of work • Repeated defiance • Breaking class rules • Minor fighting • Minor aggressive behaviour • Minor vandalism or damaging other student's property • Making inappropriate noises • Calling out • No Hat during playtime • Not bringing LOTE tools • Being out of one's seat • Bringing Personal Technology Devices to School (See Appendix 1)
Step 4 – 5	<ul style="list-style-type: none"> • Continual verbal or physical harassment • Cyber-bullying • Sexual harassment • Endangering others or self • Persistent insolence • Repeated anti-social behaviour • Stealing, vandalism, serious graffiti • Continuation of Step1-3 behaviours • Wilful destruction of property • Theft of valuable items • Leaving school grounds • Being disrespectful towards staff • Bringing knives to school



The Code of School Behaviour

Better Behaviour
Better Learning

Possible Consequences for Inappropriate Playground Behaviour

Level of Consequence	Examples of Inappropriate Behaviour
<p>Warnings and First Detention (1st detention may follow warnings depending on individual circumstances)</p> <p><i>This level is equivalent to Steps 1 – 3 in the classroom</i></p>	<ul style="list-style-type: none"> • Out of bounds • Dropping rubbish • Bullying • Throwing food • Running on concrete • Playing contact games • Ignoring teacher instructions • Swearing • Rough play • Being mean to others • Exclusion of others from games • Climbing trees • Playing with sticks • Not wearing hat • Threatening other students • Disrupting other students' play • Running around the buildings • Tripping, pushing, wrestling • Spitting • Minor Fighting • Not walking with bikes, scooters or skateboards in school grounds • Bringing Personal Technology Devices to School (See Appendix 1)
<p>Second Detention <i>This level is equivalent to Steps 4 in the classroom</i></p> <p>Prep – Instant consequence ie. Sitting out for a short time or accompanying the teacher whilst on duty. Yr 1 – 3 – Five entries in the playground duty folder equates to three sessions of detention. Yr 4 – 6 Five entries in the playground duty folder equates to five sessions of detention.</p> <p>Alternate Programs (Lunch and Play)</p>	<ul style="list-style-type: none"> • Continuation of the above • Repeated negative behaviours • Major Fighting • Leaving school grounds • Repeated bullying or teasing • Repetition of above by recidivists • Continually demonstrating above behaviours
Additional Comment	Teachers need to be mindful when writing up a complaint that they determine the facts around the incident

Please note that bullying, harassing, teasing, being mean or threatening, include verbal, non-verbal or physical actions. These also extend to abuse through technology, such as:- computers, telephones, mobile phones, text messages and emails. (Please see Appendix 1)

Reported behaviour of students outside the school, which affects the good order and management of the school will be investigated by the Deputy Principal or Behaviour Support Teacher and consequences applied in line with the above tables.



The Code of School Behaviour

Better Behaviour
Better Learning

Steps 5 (Suspension) or 6 (Exclusion) may be used for more persistent and or more serious breaches of the Responsible Behaviour Plan for Students. Each incident would be dealt with based on factual information collected. Serious breaches of the Responsible Behaviour Plan for Students may include:

- Substance abuse (eg. smoking, drinking alcohol, drugs)
- Inability to adhere to school rules
- Excessive or aggravated violence
- Deliberate and wilful destruction of school property
- Sexual advances
- Severe instances of bullying / cyber bullying (**See Appendix 2**)
- Bringing a knife to school (**See Appendix 5**)

Risk analysis or a crisis plan may be used in conjunction with a behaviour support plan.

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

Minor behaviours are those that:

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

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 or restitution
- Persistent minor playground behaviour issues are to be written into behaviour folders.
- 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.
- If a child fails to respond to redirection, then their name should be entered into behaviour folder.

Major behaviours are those that:

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



The Code of School Behaviour

Better Behaviour
Better Learning

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. Major behaviours are entered on Oneschool by the teacher.

Student Disciplinary Absences may be used after consideration has been given to all other responses.

Relate problem behaviours to expected school behaviours

When responding to problem 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.

Supporting Students who are Victims of Inappropriate Behaviour

Students who have been victims of another child's inappropriate behaviour are provided with counselling (if they wish) and parents of these children are contacted and advised of the incident.

Supporting Students with Disability

All students with a disability have a SEP Teacher as a Case Manager. Some students with a disability require an Individual Behaviour Support Plan. This is co-ordinated by the student's Case Manager in consultation with the class teacher, parents and any other relevant personal.

Many students have adjustments to support their self-regulation. These adjustments are in each student's Personalised Learning Plan in One-School. Students with disability who do not have an Individual Behaviour Support Plan or specific adjustments in a Personalised Learning Plan follow the Coolum SS Responsible Behaviour Policy.

Year 6 Code of Conduct

As we consider Year 6 students to be leaders of our school, we expect them to display a certain standard of behaviour. To further this expectation, Year 6 students are required to sign a Year 6 Code of Conduct. **(See Appendix 4)** This document outlines for students and their parents a set of expectations of behaviour around **Do The Right Thing**. The aim of this Code of Conduct is to reduce the number of incidences of inappropriate behaviour, which sometimes occur as the year goes on.



The Code of School Behaviour

Better Behaviour
Better Learning

6. Emergency or critical incident responses

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

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

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

Basic defusing strategies

Avoid escalating the problem behaviour

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

Maintain calmness, respect and detachment

(Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, 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. If a risk exists to other students, it may be prudent for the class teacher to remove the at risk students from the situation).

Follow through

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

Debrief

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



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Physical Intervention

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

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

Appropriate physical intervention may be used to ensure that Coolum State School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate 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 achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student.

A number of staff have been trained in Management of Actual or Potential Aggression - MAPA and should be accessed where ever possible. Trained staff regularly attend refresher courses.

Record keeping

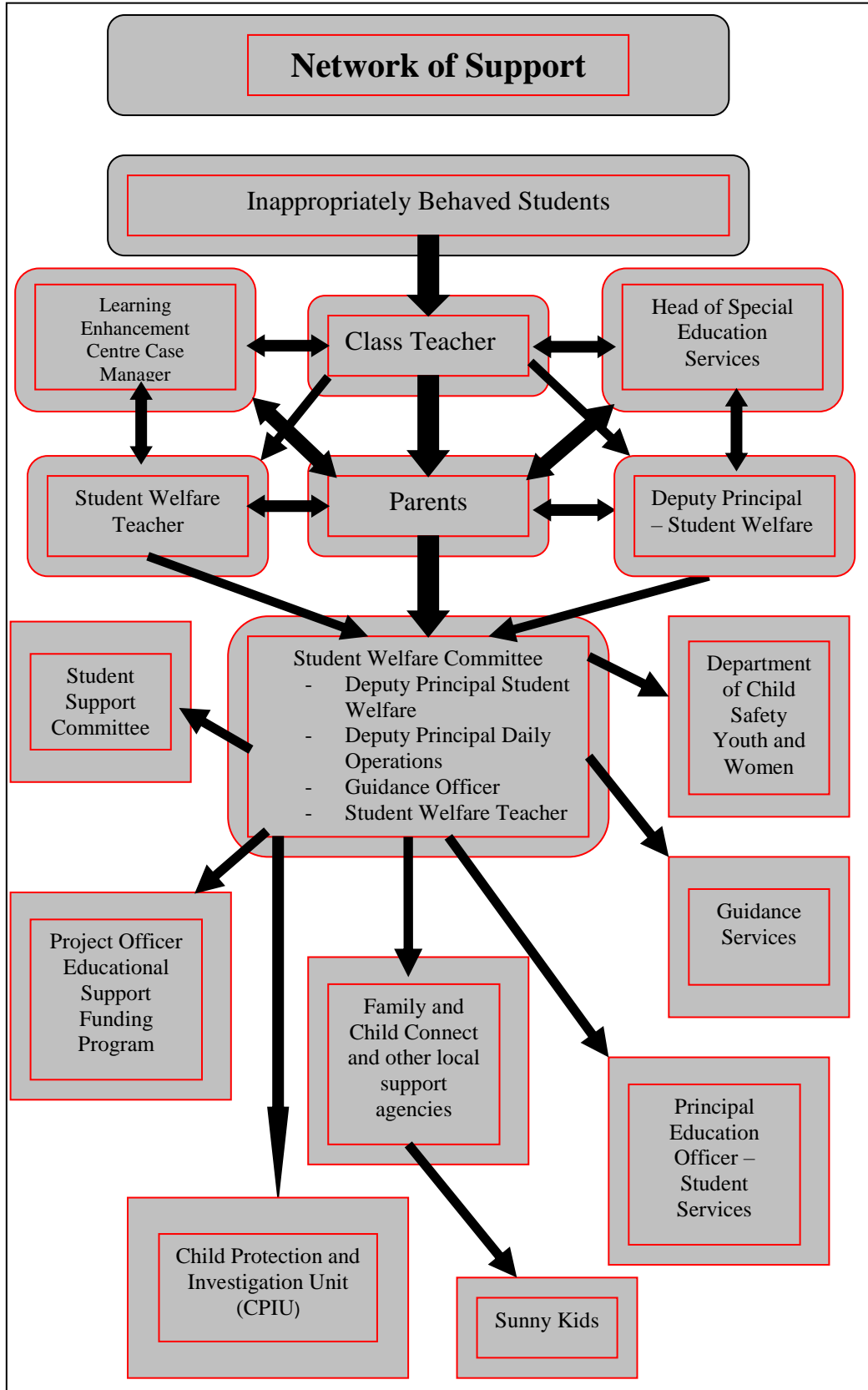
Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- incident report
- [Health and Safety incident record](#) (link)
- debriefing report (for student and staff)



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7. Network of Student Support





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Support is also available through the following government and community agencies:

- Disability Services Queensland
- Child Youth Mental Health Service
- Queensland Health
- Department of Child Safety, Youth and Women
- AIMS Team
- Police
- Local Council
- Laurel House.
- Headspace
- Salvation Army
- IFYS
- Sunny Kids

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.

Coolum 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 student's age, gender, disability, cultural background, socio-economic 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

9. Related legislation

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



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10. Related policies and procedures

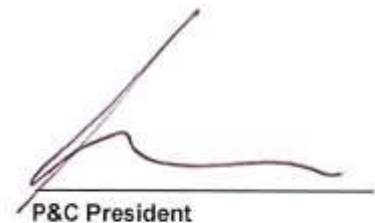
- [Statement of expectations for a disciplined school environment policy](#)
- [Safe, Supportive and Disciplined School Environment](#)
- [Inclusive Education](#)
- [Enrolment in State Primary, Secondary and Special Schools](#)
- [Student Dress Code](#)
- [Student Protection](#)
- [Hostile People on School Premises, Wilful Disturbance and Trespass](#)
- [Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions](#)
- [Acceptable Use of the Department's Information, Communication and Technology \(ICT\) Network and Systems](#)
- [Managing Electronic Identities and Identity Management](#)
- [Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)
- [Temporary Removal of Student Property by School Staff](#)

11. Some related resources

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

Endorsement


Principal


P&C President



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Appendix 1

The Use of Personal Technology Devices* at School

* *Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, laptop computers, PDAs, 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.*

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices. Personal Technology devices are increasingly becoming a part of normal day life but at this stage there is very little need for them to be at school. Parents have a major role in the education and responsibility surrounding these devices. They must reinforce appropriate usage of these devices wherever and whenever possible.

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, theft or inappropriate use. Students who breach this policy will be firstly warned not to bring them into the school and any future breaches will be written in our behaviour folders and may be subject to disciplinary action. If they are brought to school then it is at the owner's risk. The school will not be held accountable for the damage, theft or loss of such devices. Regular warnings to students will be made via the newsletter and parade notices.

Confiscation

Staff will not confiscate personal technology devices used contrary to this policy however students will be asked to put the device away (in school bag or desk) and then warned not to bring them to school. Consequences for unacceptable behaviour will be used for further breaches of this policy.

The Principal or Deputy Principals may confiscate personal technology devices, which potentially contain inappropriate material. These devices will be secured at the office until due process is completed. Depending on the content of this material, parents / guardians will be contacted, however devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Recording voice and Images

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

Disciplinary Action will be taken for students who breach this policy and use 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.

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



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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 bullying¹ or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

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

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

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

Text communication

The sending of text messages that contain obscene language, threats of violence or harassment or even stalking may amount to bullying, 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.

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



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

Special Circumstances Arrangement

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

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Appendix 2

Procedures for Preventing and Responding to Incidents of Bullying (including Cyber-bullying)

Purpose

1. Coolum State School strives to create positive, predictable environments for all students at all times of the day. The disciplined teaching environment that we are creating is essential to:
 - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
 - raising achievement and attendance
 - promoting equality and diversity
 - ensuring the safety and well-being of all members of the school community
2. There is no place for bullying in Coolum 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 in supporting all students.

What is Bullying?

Definition of Bullying

The national definition of bullying for Australian schools says:

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Types of Bullying

There are three broad categories of bullying:

Direct physical bullying

This form includes hitting, tripping, and pushing or damaging property.

Direct verbal bullying

This form includes name-calling, insults, homophobic or racist remarks, or verbal abuse.

Indirect bullying

This form of bullying is harder to recognise and often carried out behind the bullied person's back. It is designed to harm someone's social reputation and/or cause humiliation. Indirect bullying includes:

- Lying and spreading rumours
- Playing nasty jokes to embarrass and humiliate
- Mimicking
- Encouraging others to socially exclude someone
- Producing Offensive Graffiti
- Damaging someone's social reputation and social acceptance
- Cyber-bullying, which involves the use of email, text messages or chat rooms to humiliate and distress someone.
- Verbal / non-verbal threatening behaviours



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What Bullying is Not

Many distressing behaviours are not examples of bullying, even though they are unpleasant and often require teacher intervention and management. There are three socially unpleasant situations that are often confused with bullying:

Mutual Conflict

In mutual conflict situations, there is an argument or disagreement between but not an imbalance of power. Both parties are upset and usually both want a resolution to the problem. However, unresolved mutual conflict sometimes develops into a bullying situation with one person becoming targeted repeatedly for 'retaliation' in a one-sided way.

Social rejection or dislike

Unless the social rejection is directed towards someone specific and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others, it is not bullying.

Single-episode acts

Single episodes of nastiness or physical aggression are not the same as bullying. If a student is verbally abused or pushed on one occasion they are not being bullied.

Nastiness or physical aggression that is directed towards many different students is not the same as bullying.²

3. Bullying may be related to:

- race, religion or culture
- disability
- appearance or health conditions
- sexual orientation
- sexist or sexual language
- children in care.

4. At Coolum State School there is broad agreement among students, staff and parents that bullying is an observable and measurable behaviour. 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.

² Taken from *Safe Schools are Effective Schools*. Department of Education and Training, Victoria 2006.



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Rationale

5. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

Prevention

6. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our universal behaviour support practices will be maintained at all times. This will ensure that:
 - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour.
 - All students know the three school rules and have been taught the expected behaviours attached to each rule in all areas of the school.
 - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with 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.
 - Specific strategies include:
 - A focus each year on one specific aspect of bullying eg. 2012 Bystander Behaviour, 2013 Cyber-bullying,
 - Outside agencies engaged to further students understanding of bullying eg. Brainstorm Productions, INESS (Brett Lee – Internet Education and Safety Services. Student and Parent Sessions)
 - Regular Newsletter articles regarding bullying and cyber- bullying.
 - Regular Staff Awareness Updates

Please note that bullying behaviours are often not brought to the attention of staff and as a result continue for a period of time. Parents and teachers need to encourage all students to come forward if they feel they are being bullied.

It is only when we know about bullying that we can do something about it.



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Appendix 3

STUDENT DRESS CODE / SCHOOL UNIFORM

Our P&C endorsed Coolum State School uniform dress code reinforces the positive messages that are integral to our school and wider community. It assists our students in developing pride in representing Coolum State School. Issues of equality, health and safety and expense are also factors that contribute to the decision making that underpins our Student Dress Code.

Coolum State School requires students to be in full school uniform when:

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

UNIFORM GUIDELINES

Summer Uniform

Shirt *	Blue Polo with navy/white trim and school logo
Year 6 Senior Shirt	Design varies annually – order during Term 1
Skorts *	Navy blue
Shorts *	Navy blue
Dress *	Navy Gingham with white trim
Shoes *	Fully enclosed shoes (see acceptable styles below)
Hat *	Broad brimmed or bucket style



Winter Uniform

In addition to the summer uniform items, the following may be worn:

Jacket *	Navy blue jacket with school logo
Tights	Navy blue tights / leggings (must be worn under uniform)
Jumper	Navy blue (plain – no motifs or images)
Tracksuit Pants	Navy blue tracksuit pants

*Items available from our uniform shop are marked with an **

Footwear guide

Our dress code policy requires all students to wear fully enclosed shoes that ensure maximum safety for everyone.

Shoes	
Acceptable	Not Acceptable

PLEASE NOTE:

- Broad brimmed hats are required for all outdoor activities
- Swim shirts are required for all water activities. Alternatively a t-shirt may be worn
- Nail polish and make up must not be worn
- Students may wear the following approved jewellery items:
 - Watch, flat signet ring, small plain sleepers or stud earrings
 - Medical alert bracelet or necklace
 - Items of significant religious or cultural belief (must be worn under uniform)



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Appendix 4

Coolum State School – Responsible Behaviour Plan for Students



Year 6 Code of Conduct

As a leader of Coolum State School, I understand the need to set a positive example and respect the school and its community. I understand that the expectations below allow Coolum State School to be a safe and productive learning environment. ***I understand that if I fail to abide by these expectations that a range of consequences may be imposed.*** These consequences are in line with the Coolum State School Responsible Behaviour Plan for Students.

DO THE RIGHT THING

BE SAFE

- ✓ I get a teacher involved in disputes.
- ✓ I model sensible behaviour.
- ✓ I report any concerns.
- ✓ I keep my hands and feet to myself.

BE RESPECTFUL

- ✓ I use polite language and manners.
- ✓ I obey teacher requests.
- ✓ I act courteously at all times.
- ✓ I treat others the way I want to be treated.
- ✓ I care for my property and the property of others.

BE RESPONSIBLE

- ✓ I am responsible for my actions.
- ✓ I co-operate with others.
- ✓ I use common sense.
- ✓ I ask for help when I need it.
- ✓ I am the best person I can be.

Pat Cavanagh
Principal

Student Signature

Parent Signature

Teacher Signature



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Appendix 5

WORKING TOGETHER TO KEEP COOLUM STATE SCHOOL SAFE

We can work together to keep knives out of school. At Coolum State School

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

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

What kinds of knife are banned?

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

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

- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences such as suspension or recommendation for Exclusion.
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
- If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the principal and given to the police.

How can parents help to keep Coolum State School safe?

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children's lunch boxes, pencil cases or craft kits.
- Contact your school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact the Principal.



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BE SAFE

- ✓ I get a teacher involved in disputes.
- ✓ I model sensible behaviour.
- ✓ I report any concerns.
- ✓ I keep my hands and feet to myself.



BE RESPECTFUL

- ✓ I use polite language and manners.
- ✓ I obey teacher requests.
- ✓ I act courteously at all times.
- ✓ I treat others the way I want to be treated.
- ✓ I care for my property and the property of others.



BE RESPONSIBLE

- ✓ I am responsible for my actions.
- ✓ I co-operate with others.
- ✓ I use common sense.
- ✓ I ask for help when I need it.
- ✓ I am the best person I can be.

