

Tully State School

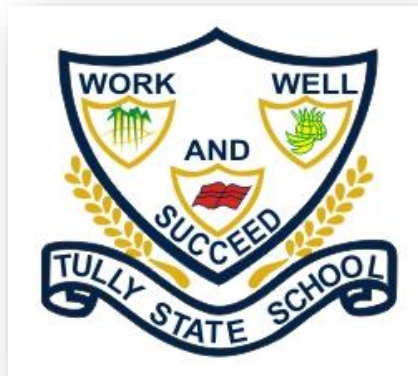
Student Code of Conduct

Handbook

2021

*We believe that learning, behaviour and wellbeing are linked.
Positive behaviour promotes optimum learning.*

Every student succeeding



Tully State School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents, carers and visitors. Essential to effective learning, this safe, supportive and disciplined environment respects the following rights:

- The rights of all students to learn,
- The rights of teachers to teach,
- The rights of all to be safe.

The Student Code of Conduct is the policy document that defines the responsibilities that all members of the school community are expected to uphold. It recognises the significance of appropriate and meaningful relationships.

It outlines a consistent standard of behaviour for all state school communities in Queensland, inclusive of students, staff and parents. *The Student Code of Conduct* has been developed to deliver the best possible outcomes for students, recognising the close relationship between learning, achievement and behaviour.

Our school community uses *The Student Code of Conduct* as its policy and guide:

- to facilitate high standards of behaviour from all in the school community
- to provide clearly articulated responses and consequences for inappropriate behaviour
- so that students are able to experience success and staff are able to enjoy a safe workplace

All members of school communities are to abide by *The Student Code of Conduct* in accordance with the standards on the following pages.



Purpose

Our school has developed this **Tully State School Handbook Code of Conduct** as an overview of the **Tully State School Student Code of Conduct**. The *TSS Student Code of Conduct* can be found on the school's website. A hard copy is available at the TSS administration office. Consultation with parents, staff and students has been undertaken to create the handbook. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents has informed this handbook. An annual update of the handbook occurs as part of the Annual School Review process.

Learning and Behaviour Statement

At Tully State School, we believe that students can be successful learners and behave appropriately in an environment characterised by clear expectations, with guidelines established regarding **safety, respect and learning behaviours**. Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

- Be Safe
- Be a Learner
- Be Respectful



Student Support Network

Tully State School is proud to have a comprehensive Student Support Network in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Students can approach any trusted school staff member at Tully State School to seek assistance or advice. If they are unable to assist, they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Network.

The school has implemented the **Positive Behaviour for Learning (PBL)** framework as a means to create and maintain a productive, safe environment in which all school members have clear expectations and understanding of their role in the educational process. **Universal, targeted and intensive behaviour support includes:**

- Quality learning and teaching practices
- A balanced, relevant and engaging curriculum
- Supportive and collaboratively developed procedures
- The implementation of evidence-based programs
- Regular monitoring and review of school procedures and programs
- Professional development for all members of the school community consistent with the school's evidence-based approach to promoting positive behaviour
- Adoption of practices that are non-violent, non-coercive and non-discriminatory

Conduct of Our School Community

Respectful

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You make an appointment to speak with the class teacher, Head of Department Student Services, or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment, negotiate a mutually agreeable date, and time with you.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.

Responsible

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.

Supportive

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the SMS phone system and the electronic school newsletter, social media and letters to parents and carers as the primary means of notifying parents about school news and events.
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.

Co-operative

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
You notice when others need help, parents, staff and students, and ask if there is anything you do to assist.	We will check in with you about your child's needs or any support your family may require.

Recognition and Reinforcement of Positive Behaviour for Learning

Tully State School uses the evidence based framework of Positive Behaviour for Learning (PBL) as a crucial component of our Code of Conduct, recognising the importance of the acknowledgement and recognition of students' positive behaviours, either on an individual or on a group level. Although PBL initiatives may vary slightly from class to class, all staff ensure that positive recognition is age appropriate and is achievable for all students.

Tully State School PBL initiatives include:

Aussie of the Month awards
Student of the Week awards
Five @ Five awards
Gold behaviour awards
Busted awards

Class "On Track" awards
100% attendance recognition
Fun Friday activities
Stickers and charts
Positive phone calls

Recognition of positive behaviour is may be acknowledged on the Tully State School Facebook site, in the school's newsletter or by a phone call. Students of the Week are recorded on the students' OneSchool profiles.

Class Behaviour System Chart

Gold: Always
Silver: Mostly
Green: Usually
Yellow: Sometimes
Red: Rarely



Multi-tiered Approach to Learning and Behaviour

Tully State School endorses a whole school approach intended to promote, teach and reinforce positive behaviour for all students. **Tully State School uses a multi-tiered system** of support as the foundation for our integrated approach to learning and behaviour.

The system is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Using a three-tiered system, school staff match increasingly intensive interventions to the identified needs of individual students.

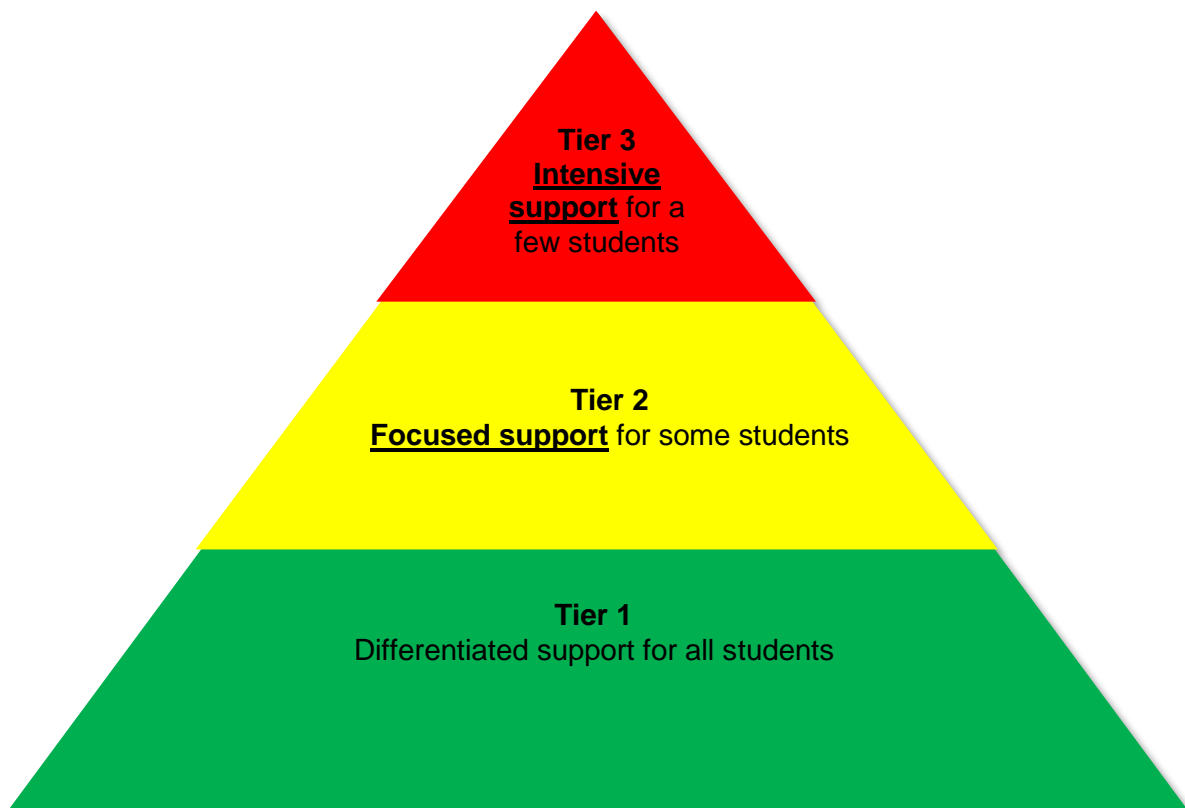
Our school provides differentiated teaching to respond to the particular learning needs of all students as a regular part of curriculum provision.

In our supportive school environment, approximately 80% to 90% of student require little, if any, additional support to follow the school rules and demonstrate appropriate social behaviours.

At Tier 1 level, teachers explicitly teach expected behaviours and provide opportunities for all students to practise. Teachers continuously reinforce expected behaviours, provide feedback and correction, and provide further opportunities for practice.

At Tier 2 level, approximately 10% to 15% of students may require focused support.

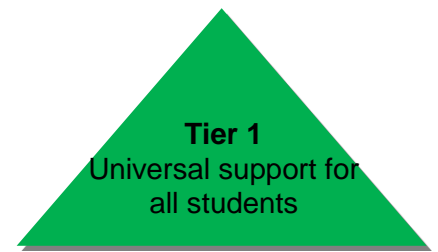
At Tier 3 level, approximately 2% to 5% of students may require intensive support.



Tier 1 Universal Behaviour Support

All students (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. **This involves:**

- teaching behaviours in the setting students will be used
- being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account
- providing focused lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them
- seeking feedback from students and their families for their perspectives on school climate, instruction, reinforcement, and discipline to facilitate review and relevant implementation

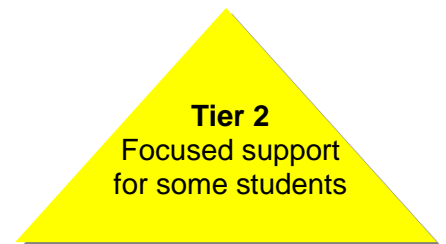


Tully State School has a range of Student Support staff to help organise and deliver focused support for students who need assistance to meet expectations. **Network staff use research-validated program options for targeted support such as:**

- The Resilience Project
- Zones of Regulation
- Rock and Water

Tier 2 Focused Behaviour Support

Approximately 15% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject. Focused teaching is provided to help them achieve success with required academic and behavioural standards. Support staff, in behaviour, work collaboratively with class teachers to provide the focused teaching which is aligned to the class program.



Tier 2 support is provided to students who have not responded to the universal (whole-school) behaviour support processes and strategies employed by the school. **Targeted behaviour support includes:**

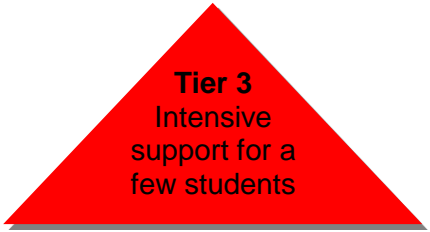
- use of behavioural data to accurately identify students requiring targeted support
- school based referral process for teachers seeking assistance to support students with targeted-level needs;
- team approach to supporting students on targeted support programs
- use of data-based criteria for evaluation and exit from targeted support program
- making adjustments as required to address individual students' needs
- adult mentoring and referral to the Student Engagement team
- behaviour monitoring charts and student self-monitoring charts
- targeted small group social skilling

Teachers monitor student progress and behaviour and identify those students who:

- no longer require the additional support
- require ongoing support
- require intensive support

Tier 3 Intensive Behaviour Support

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



Tier 3
Intensive
support for a
few students

Tier 3 support is provided to students who have not responded to the universal **and** targeted behaviour support processes and strategies employed by the school. **Intensive behaviour support includes:**

- a school based referral process for teachers seeking assistance: Student Support Team referral
- a team-based approach for providing intensive individualised support that includes a high frequency of adjustments
- use of behaviour data for the accurate identification of students requiring individualised support
- Individual Behaviour Management Plan
- research validated procedures in place for the assessment and support of students requiring intensive, individualised support (Functional Behaviour Assessment)
- flexible and or alternative learning options
- regional behaviour support referrals
- external providers

The level of behaviour support initiated for a student may vary according to a number of factors, which may include:

- age of the child
- previous behaviour record
- severity of the incident
- amount of reliable evidence
- degree of provocation
- intent of the action honesty and
- perceived level of genuine remorse

Tier 3 supports consider the underlying functions of a student's behaviour and should include strategies to:

- PREVENT problem behaviour
- TEACH the student an acceptable replacement behaviour
- REINFORCE the student's use of the replacement behaviour
- MINIMISE the payoff for problem behaviour.

A set of behavioural expectations in specific settings has been referred to each of our three school rules. The **Schoolwide Expectations Teaching Matrix** outlines our agreed rules and specific behavioural expectations in all school settings. These expectations are communicated to students through behaviour lessons, school assemblies and active supervision during classroom and non-classroom activities.

SCHOOLWIDE EXPECTATIONS TEACHING MATRIX							
	CLASSROOM	PLAYGROUND	TRANSITIONS	TOILETS	ASSEMBLY	BUS LINES/BIKE RACKS	ALL OTHER AREAS
BE RESPECTFUL	<ul style="list-style-type: none"> Raise your hand to speak Respect others' right to learn Talk in turns Be a good listener 	<ul style="list-style-type: none"> Play fairly – take turns, invite others to join in and follow rules Care for the environment Speak respectfully to peers and adults 	<ul style="list-style-type: none"> Walk quietly and orderly so that others are not disturbed Stay in straight class lines Respect other classes 	<ul style="list-style-type: none"> Wash and dry hands Walk 	<ul style="list-style-type: none"> Walk quietly and orderly Sit still with crossed legs and hands in laps Be an active listener Applaud respectfully 	<ul style="list-style-type: none"> Wait your turn Keep your belongings nearby 	<ul style="list-style-type: none"> Respect others' personal space and property Care for equipment Clean up after yourself Be polite to others Use your manners Wait your turn Keep your belongings nearby
BE SAFE	<ul style="list-style-type: none"> Walk Sit still Enter and exit room in an orderly manner 	<ul style="list-style-type: none"> Participate in school approved games Wear shoes and socks at all times Be sun safe: wear a broad brimmed hat Keep hands and feet to yourself Stay in designated areas 	<ul style="list-style-type: none"> Rails are for hands Walk one step at a time Carry items Keep passage ways clear at all times (Keep to the left) Keep hands and feet to yourself Keep together in one or two lines 	<ul style="list-style-type: none"> Respect privacy of others 	<ul style="list-style-type: none"> Keep hands and feet to yourself Walk in safely Sit cross-legged with your hands in your lap 	<ul style="list-style-type: none"> Use own bike/scooter only Walk bike/scooter inside school Use a helmet Wait inside the gate until the bus stops 	<ul style="list-style-type: none"> Use equipment appropriately Keep hands, feet and objects to yourself Use inside voices Look out for others
BE A LEARNER	<ul style="list-style-type: none"> Be prepared Complete set tasks Take an active role in classroom activities Keep work space tidy Be honest 	<ul style="list-style-type: none"> Follow game rules Be a problem solver Return equipment to appropriate place at the sports bell Be prepared and on time for class 	<ul style="list-style-type: none"> Move quietly in single file Be prepared Arrive on time Focus 	<ul style="list-style-type: none"> Use toilets during breaks 	<ul style="list-style-type: none"> Be a good listener Follow instructions straight away Participate 	<ul style="list-style-type: none"> Have your name marked on the bus roll Leave school promptly 	<ul style="list-style-type: none"> Ask permission to leave the area Be on time Be in the right place at the right time Follow instructions straight away Be prepared Participate Ask questions

Consequences for Unacceptable Behaviour

Tully State School will ensure alignment with the *Student Code of Conduct* when applying consequences. Individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times. The disciplinary consequences model used at Tully State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

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

Students at Tier 2 level need additional support, time and opportunities to practise expected behaviours. They may experience difficulty with meeting the stated expectations, and even with focused teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence.

Students at Tier 3 level need a high level of differentiated support or intensive teaching to enable them to meet behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

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

Tully State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing our expected 'On Track' behaviours on an ongoing basis:

- Be Safe
- Be a Learner
- Be Respectful

In preventing problem student behaviour, our school community can be assured of the following:

- unacceptable behaviour will be followed by consistent and predictable consequences
- consequences are designed to correct inappropriate behaviour
- consequences reflect the nature of the unacceptable behaviour – minor incidents will be dealt with by the classroom teacher, however, the relevant School administration will become increasingly involved if the unacceptable behaviour persists
- minor and major problem behaviour (see following page) will be recorded on One School.

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:**

- **Remind:** articulate the relevant expected school behaviour and why it matters
- **Redirect:** explain how their behaviour differs from expected school behaviour
- **Reteach:** describe the likely consequences if the problem behaviour continues; and
- **Choice:** identify what they will do to change their behaviour in line with expected school behaviour

Ensuring consistent responses to problem behaviour

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

Responses to major problem behaviours may result in the following consequences:

- removal to buddy class
- parent contact
- alternate lunchtime activities
- loss of privilege
- restitution
- loss of break times
- community service
- warning regarding future consequence for repeated offence
- parent contact
- provision of an Individual Behaviour Management Plan and system of operation
- referral to Guidance Officer
- referral to Student Engagement Team
- suspension from school
- exclusion from school

Behaviours and consequences

Tully State School staff consider the nature of a behaviour issue to ensure consistency in their actions. When responding to behaviour incidents, staff members determine the seriousness of the behaviour, with the following agreed considerations:

Tier 1 behaviours are those that:

- are handled by staff members at the time it happens
- are minor breaches of the school expectations
- 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 inappropriate behaviours
- do not require involvement of specialist support staff or leadership team

EXAMPLES OF BEHAVIOURS THAT MAY REQUIRE TIER 1 SUPPORT STRATEGIES	DEFINITION
Disruptive	Repeated behaviour causing other students to be distracted from learning and/or interrupting teaching
Late	Repeated instances of arriving at school after designated time
Lying/Cheating	Unfair play during sporting or academic activities resulting in significant gain for student and/ or causing distress to others.
Using equipment inappropriately	Using equipment inappropriately, causing other students to be distracted from learning and/or interrupting teaching
Non-Compliant with routine	Failure to follow standard school routines
Reluctance to participate in the program of instruction	Reluctance to participate in school/teacher-led tasks
Inappropriate language towards peers	Inappropriate language that is non-threatening and used within peer-to-peer conversations

Tier 2 and Tier 3 behaviours are those that:

- are dealt with immediately and then referred on to the school leadership team
- significantly violate the rights of others
- put others / self at risk of harm
- require the immediate or deferred involvement of school leadership team

EXAMPLES OF BEHAVIOURS THAT MAY REQUIRE TIER 2 OR TIER 3 SUPPORT STRATEGIES	DEFINITION
Ongoing Disruptive	Repeated interruption where the student is not responsive to repeated direction and the level of disruption is so severe that the teacher is unable to continue instruction.
Bullying	Repeated actions involving an imbalance of power.
Threats to others	Threatening verbal, physical or gestural interactions directed toward peers or staff – indicating the intent to injure or cause physical or emotional harm.
IT misconduct	Unauthorised and inappropriate use of school technology causing distress to others.
Using object harmfully	Using object with the intent to cause harm to others or themselves.
Physical misconduct	Actions involving serious physical contact where injury may occur.
Possess prohibited items	Student in possession of objects readily capable of causing bodily harm or illicit substances.
Refusal to participate in the program of instruction	Continued refusal to participate in school/teacher-led tasks
Verbal misconduct towards adults	Abusive language/ obscenities directed at adults or peers with intent to cause distress.

Legislation

In this section of the Tully State School Student Code of Conduct are links to legislation which influences form and content of Queensland state school discipline procedures.

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

Delegations

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

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

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

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

Related policies

- [SMS-PR-021: Safe, Supportive and Disciplined School Environment](#)
- [CRP-PR-009: Inclusive Education](#)
- [SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools](#)
- [SMS-PR-022: Student Dress Code](#)
- [SMS-PR-012: Student Protection](#)
- [SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass](#)
- [GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions](#)
- [ICT-PR-004: Using the Department’s Corporate ICT Network](#)
- [IFM-PR-010: Managing Electronic Identities and Identity Management](#)
- [SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)

Some related resources

- [Australian Professional Standards for Teachers](#)
- [Behaviour Foundations professional development package](#) (school employees only)
- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parent and community engagement framework](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)

Principal
Jennifer Sloane

P&C President
Brenda Morice

Regional Executive Director
Margaret Gurney

Appendix

School Policies

Tully State School has tailored school disciplinary policies, as per the *Code of Student Conduct*, designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. Please ensure that you familiarise yourself with the responsibilities for students, staff and visitors outlined in the following policies:

Temporary removal of student property

Use of mobile phones and other devices by students

Preventing and responding to bullying

Appropriate use of social media

Restrictive Practices

Emergency Responses or Critical Incidents