GLENVALE
Ever learning · Ever growing

# GLENVALE STATE SCHOOL

# Student Code of Conduct

## 2020-2023

### *Every student succeeding*

***Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.***

*Queensland Department of Education*
*State Schools Strategy 2019-2023*

## CONTACT DETAILS

| | |
|---|---|
| Postal address: | 224 Glenvale Road, Toowoomba. 4350. |
| Phone: | 07 46592111 |
| Email: | admin@glenvaless.eq.edu.au |
| School website address: | www.glenvaless.eq.edu.au |
| Contact Person: | Principal, David Saxton |

## ENDORSEMENT

| | |
|---|---|
| Principal Name: | David Saxton |
| Principal Signature: | DSaxton |
| Date: | 24/11/2020 |
| P/C President and-or School Council Chair Name: | Melissa Greensill<br>P&C President 2020 |
| P/C President and-or School Council Chair Signature: | MGreensill |
| Date: | 24/11/2020 |

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## PURPOSE

Glenvale State School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.

The Glenvale State School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised, where all students are able to experience success and staff enjoy a safe workplace.

Our school community is committed to supporting the wellbeing of all of our students with a positive, do whatever it takes attitude.

## CONSULTATION

Glenvale State School developed this plan in collaboration with our school community. This plan has been developed as a key element within our school Pedagogical Framework, facilitating a culture that promotes learning. This plan was endorsed by the Principal and the President of the P & C.

## REVIEW STATEMENT

The Glenvale State School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. A full review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

## LEARNING AND BEHAVIOUR STATEMENT

All areas of Glenvale 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 curriculum implementation. Our Code of Conduct for Students outlines our system for facilitating positive behaviours, preventing inappropriate behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are obvious to everyone, assisting Glenvale State School 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.

The following values form an integral part of the Glenvale school community and are taught to promote high standards of responsible behaviour. We value:

- Responsibility
- Respect
- Safety

## CONSIDERATION OF INDIVIDUAL CIRCUMSTANCES

Staff at Glenvale State School take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support they need to be successful.

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. Glenvale State School considers the individual circumstances of students when applying support and consequences by:

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

## STUDENT WELLBEING

Glenvale State School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher if they would like individual advice about accessing particular services.

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. The student learning and wellbeing framework supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

### Curriculum and pedagogy

Schools build the foundations for wellbeing and lifelong learning through curriculum embedding personal and social capabilities (self-awareness, self-management, social awareness and social management) in the implementation of the P–12 curriculum, assessment and reporting framework.

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Glenvale State School, we provide age-appropriate drug education that reinforces public health and safety messages.

**Policy and expectations**

Within a school community there are specific health and wellbeing issues that will need to be addressed for the whole school, specific students, or in certain circumstances.

*Specialised health needs*

Glenvale State School works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities.

This means that appropriate health plans are developed and followed for students with specialised health needs, that staff are aware of the student's medical condition and that an appropriate number of staff have been trained to support the student's health condition.

*Medications*

Glenvale State School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the school Administration Office can provide further information and relevant forms.

For students with a long-term health condition requiring medication, parents need to provide the school with a *Request to administer medication at school* form signed by the prescribing health practitioner.

Glenvale State School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school's/campus first aid kit to provide emergency first aid medication if required.

*Mental health*

Glenvale State School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a Student Plan.

*Suicide prevention*

Glenvale State School staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer, senior guidance officer or other appropriate staff.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Glenvale State School staff follow suicide intervention and prevention advice by ensuring:

- the student is not left alone
- their safety and the safety of other students and staff is maintained
- students receive appropriate support immediately
- parents are advised
- all actions are documented and reported

*Suicide postvention*

In the case of a suicide of a student that has not occurred on school grounds, Glenvale State School enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

Where a suicide has occurred on school grounds or at a school event, Glenvale State School staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

## SUPPORT NETWORK

Glenvale State School is proud to have a comprehensive Student Support Network in place to support 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 Glenvale 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.

| Role | What they do |
|---|---|
| Deputy Principal – Attendance | monitors student attendance<br>supports families with attendance<br>referrals to external agencies |
| Community Education Counsellor/ Community Partnerships Officer | provides support services to Aboriginal and/or Torres Strait Islander students and communities<br>Links to Carbal Medical Services and Goolburri |
| Head of Student Services | leadership of Student Support Network to promote an inclusive, positive school culture<br>student engagement plans – behaviour, academic, social & emotional, attendance<br>student provisions<br>referrals to external agencies |
| Guidance Officer | provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting<br>assists students with specific difficulties, acting as a mediator or providing information on other life skills<br>liaises with parents, teachers, or other external health providers as needed as part of the counselling process<br>relationships/social skills<br>greif and loss support |
| School Chaplain | student support: social & emotional wellbeing<br>relationships/social skills<br>personal and family problems<br>feeling sad, worried and angry |
| Registered Nurse | works with school staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs<br>provides assessment, health management planning, training and ongoing support and supervision for students with specialised health needs. |

## WHOLE SCHOOL APPROACH TO DISCIPLINE

At Glenvale State School we believe discipline is about more than punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

### UNIVERSAL AND TARGETED BEHAVIOUR SUPPORT:
### GLENVALE SS: POSITIVE BEHAVIOUR SUPPORT PROCESS

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Glenvale State School we emphasise the importance of directly teaching students the behaviours we need students to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent inappropriate behavioural choices and provides a framework for responding to inappropriate behaviour.
A set of behavioural expectations in specific settings has been attached to each of our school values. The Positive Behaviour Expectations Teaching Matrix (**Appendix One**) outlines our agreed rules and specific behavioural expectations in all school settings.
These expectations are communicated to students via a number of strategies, including:

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons on school assemblies and during active supervision by staff during classroom and non-classroom activities

To augment the school values and behavioural expectations every classroom has an established classroom behaviour management plan consisting of a framework of rules, positive recognition and consequences. Teachers and administrators apply this framework consistently and use support skills where appropriate to ensure a calm, ordered and esteem building environment is created which promotes academic success.

Every classroom behaviour management plan is taught to students through discussion, modelling, role play at the beginning of the school year and regularly throughout the term, and particularly when new students arrive.

Our classroom rules are consistent across the school:

1. Follow directions straight away
2. Put your hand up and wait to be called on
3. Keep all parts of your body and objects to yourself
4. Pay attention when the teacher is talking
5. Only use nice talk

They were developed following these guidelines:

- Precise observable behaviour
- Applicable at all times
- In student's best interests
- Maximum of 5 rules

Proactive and preventative processes and strategies support students to make appropriate choices and be successful in learning and interacting with others.

**POSITIVE RECOGNITION FOR APPROPRIATE BEHAVIOUR**

All classrooms implement positive recognition systems with a combination of individual/group and classwide strategies. These are developed under the following guidelines:

- Teacher is comfortable with rewards and reward system
- Age appropriate
- Valued by students
- Positives should not be taken away for misbehaviour (breaking rules)
- Students should earn rewards within a realistic time frame

Examples may include:

- Class rewards
- Individual rewards
- Certificates
- Free time
- Letters home
- Student of the week
- Display student achievements
- Office visit for student
- Visit another class for reward time
- GOTCHAS
- Responsibilities/special jobs
- Use of special equipment
- Chart for progress
- Teacher's chair for the day
- Stamps/Stickers
- Phone call home
- Lunch with the teacher
- Lunch with administration member
- Bring favourite soft toy to school
- Bring pillow to school

A letter (**Appendix Seven**) outlining the classroom behaviour management plan for all classes is sent to parents at the start of the year (and to parents of each new student throughout the year). This letter contains a detachable section to return with parent's signature. This section should be received and kept until the end of the year. All classrooms maintain a behaviour wall or display where rules, positives and consequences are displayed clearly and able to be referred to with clarity and consistency.

VALUES
Responsibility
Respect
Safety
CLASS RULES
STUDENT

## PLAYGROUND BEHAVIOUR MANAGEMENT PLAN

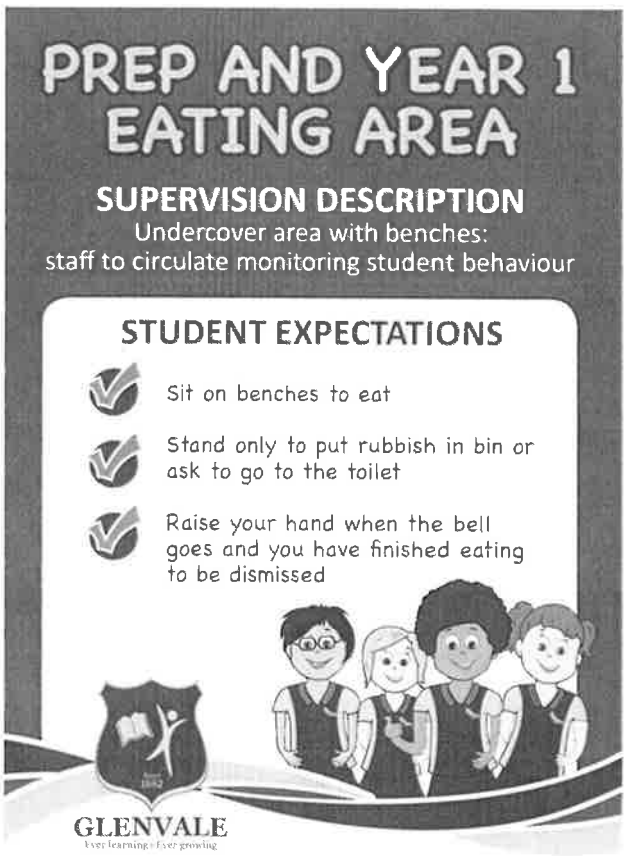
To augment the school values and behavioural expectations a framework of playground rules, positives and consequences apply from when students enter the school grounds until they leave the school grounds.

Rules:

1. Follow directions straight away
2. Keep hands, feet and objects to yourself
3. Walk on concrete or paved areas
4. Only use nice talk

Teachers on playground duty will hand out GOTCHA cards for positive behaviours as related to those given in the expectation matrix (**Appendix One**). Students collect GOTCHAs to spend at the shop each week. Each play/eating area has signage that clearly outlines the expectations for behaviour in that area. Teachers use these to give specific praise/recognition to students. See example below:

These expectations are revisited in classrooms and taught explicitly to students.



The Student Engagement strategy ensures all students can access a wide variety of activities each lunch break to facilitate engagements and appropriate interactions. Sample timetable below:

| Student Engagement | Activities Term 3 | ACTIVITY | AREA |
|---|---|---|---|
| **MONDAY** | **1st BREAK** | Year 2-6 Games WSHS | Oval |
| | | P-1 Chill Zone | Block 5 PV |
| | | 2-6 Chill Zone | Block 1 4V |
| | **2nd BREAK** | 4-6 Art Club | Block 3 5G/5L |
| | | P-6 iDance | Hall |
| **TUESDAY** | **1st BREAK** | Year 6 Touch Football Comp | Oval |
| | | P-1 Chill Zone | Block 5 PV |
| | | 2-6 Chill Zone | Block 1 4V |
| | | Yr 3/4 Chill Zone / Colouring Club | Block 4 3L |
| | **2nd BREAK** | P-1 Lego Construction | Block 7 PN |
| | | Year 3/4 Games Room | Block 1 4A |
| **WEDNESDAY** | **1st BREAK** | Year 5/6 Sport Training | Oval / Hall |
| | | P-1 Chill Zone | Block 5 PV |
| | | 2-6 Chill Zone | Block 1 4V |
| | | Yr 3/4 Chill Zone / Colouring Club | Block 4 3E/3N |
| | | Year 3 Soccer Comp | Oval |
| | **2nd BREAK** | P-3 Disco Skipping | Hall |
| | | 4-6 Art Club | Block 3 5G/5L |
| | | Year 3/4 Games Room | Block 1 4A |
| | | Homework Hub | Block 1 5E |
| **THURSDAY** | **1st BREAK** | PCYC TEAM UP | Hall |
| | | Drama Club | Block 4L |
| | | P-1 Chill Zone | Block 5 PV |
| | | Coding / Robotics Yr 3-6 | Block 1 Computer Lab |
| | **2nd BREAK** | Year 4 Basketball | Hall |
| | | P-1 Playdough Works | Block 7 PG |
| **FRIDAY** | **Before School** | Chess Club | Resource Centre |
| | **1st BREAK** | Drama Club | Hall |
| | | Mrs Charles Radical Beats | Undercover Area |
| | **2nd BREAK** | P-3 iDance | Hall |

## GLENVALE SS BEHAVIOUR LEVEL SYSTEM

This system provides a whole of school overlay to guide acceptable standards of behaviour to promote an effective learning and teaching environment that allows the development of positive aspirations, relationships and values, and fosters mutual respect; and encourages all students to take increasing responsibility for their own behaviour and the consequences of their actions. **Appendix Ten** details the content and processes behind this support structure.

All school staff are trained and coached regularly in the Glenvale SS: A culture that promotes learning program. Feedback is provided to ensure consistency in implementation and continued effectiveness in providing for a safe, supportive and disciplined learning environment.

## INTENSIVE BEHAVIOUR SUPPORT

Glenvale State School is committed to ensuring all students have the opportunity to participate fully in learning. The Student Engagement Referral Process (**Appendix Eleven**) plans for student engagement strategies that are personalised and targeted for each student with leadership team members working in partnership with classroom teachers, families and outside agencies where necessary to promote 'a culture that promotes learning'.

A school based Student Engagement Plan (**Appendix Twelve**) is developed by classroom teachers in collaboration with administration for those students 'at risk of' or off bronze levels. This plan would include:

- Identification of student's primary needs (in relation to behaviours exhibited)
- Recorded observations to establish behaviour profile
- Establishment of behavioural goals and strategies to meet student needs based on data gathered
- Planning of lessons to teach appropriate behaviour
- Development of positive reinforcement schedules matched to student needs

All teachers are trained in Succeeding with All Students Program: Strategies for reaching the most challenging students program focuses on building positive relationships with students and developing self-esteem. Teachers know how to reach out to difficult students, meet their needs, communicate effectively and create an individualised behaviour plan.

Through this process students may be referred through to the school Student Engagement Team or Student Services to enable the facilitation of intervention by the school chaplain, guidance officer, regional behaviour support, medical specialists or other community based services.

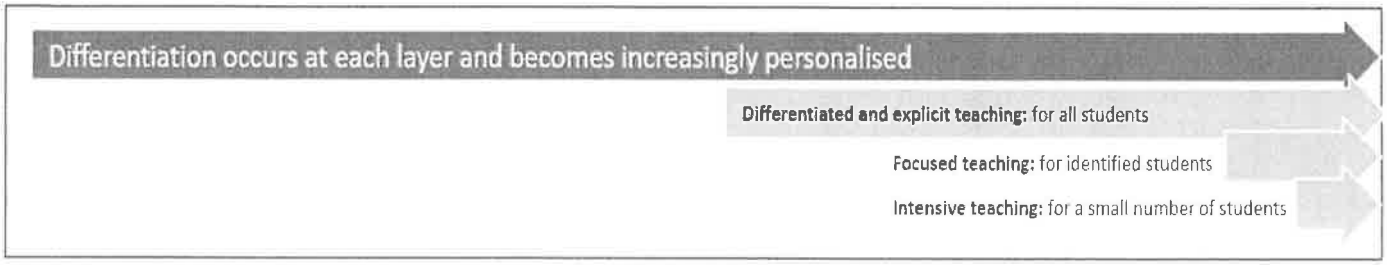
The Student Engagement team meets weekly to scrutinise behaviour data and plan responses to proactively support students' engagement in their learning.

## DIFFERENTIATED AND EXPLICIT TEACHING

Glenvale State School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

Teachers at Glenvale State School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.




Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

**Focused Teaching**

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, and focused teaching is provided to help them achieve success.

Focused teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Focused teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour.

Student progress is monitored by the classroom teacher/s to identify those who:

- no longer require the additional support
- require ongoing focussed teaching
- require intensive teaching.

**Intensive Teaching**

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.

Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions about the approach will be made based on data collected from their teacher or teachers, and following consultation with the student's family.

For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, support plans may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

Students who require intensive teaching will be assigned an individual case manager at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

## LEGISLATIVE DELEGATIONS

### LEGISLATION

In this section of the Glenvale 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

## DISCIPLINARY CONSEQUENCES

The disciplinary consequences model used at Glenvale 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.

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focussed 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.

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the 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 can be organised into 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.

### Differentiated

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection

- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

**Focussed**

Class teacher is supported by other school-based staff to address in-class problem behaviour. This may include:

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Token economy
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies

**Intensive**

School leadership team work in consultation with Student Support Network to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)

- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

## SCHOOOL DISCIPLINARY ABSENCES

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour. There are four types of SDA:

- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently).

At Glenvale State School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 schools days to confirm, amend/vary or set aside the original SDA decision by the Principal.

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

**Re-entry following suspension**

Students who are suspended from Glenvale State School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

It is not mandatory for the student or their parents to attend a re-entry meeting. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

**Arrangements**

The invitation to attend the re-entry meeting will be communicated via telephone and/or in writing. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

**Structure**

The structure of the re-meeting should follow a set agenda, shared in advance with the student and their family. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time. This meeting should be narrowly focussed on making the student and their family feel welcome back into the school community.

Possible agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)
- Set a date for follow-up
- Thank student and parent/s for attending
- Walk with student to classroom

**Reasonable adjustments**

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services or supports, provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff may also offer important advice to ensure a successful outcome to the re-entry meeting.

## CONSEQUENCES – CLASSROOM BEHAVIOUR

Consequences are implemented consistently across the school when students choose not to follow classroom rules. The following steps are taken:

| | |
|---|---|
| First time a student breaks a rule | Warning |
| Second Time | 5 minutes Time Out |
| Third Time | 10 minutes Time Out |
| Fourth Time | Send to Buddy Class (Behaviour Referral Form **Appendix Five** and Behaviour Plan **Appendix Six** next break in planning room) |
| Fifth Time | Refer to administration and contact home |
| Severe Clause | Refer to administration (Behaviour Referral Form **Appendix Five**) and parent contact made: possible suspension/exclusion<br><br>*wilfully hurts another, wilfully destroys property, overtly refuses directions, engages in behaviour which stops the class from functioning |

The following guidelines have been followed in developing these consequences:

- Provided as a choice: placing responsibility with the student
- Never humiliate or embarrass a student
- Organised into a cumulative hierarchy (beginning with warning, gradually becoming more substantial with parent and administration involvement in final step)

Teachers should contact administration immediately to remove an aggressive or violent student from the classroom.

When students reach The Planning Room stage of the hierarchy they are expected to write a behaviour plan (in discussion with the administrator) which outlines what happened, the rules not adhered to in the classroom and what the student needs to do now to refocus and be successful (**Appendix Six**). This plan is then signed by the teacher if appropriate and taken home by the student to be signed by the student's parents. Teachers should ask the student for the signed plan as a matter of priority the following day. Each day an administrator will check that plans have been returned with parent acknowledgement and request follow up as appropriate.

All hard copy behaviour referrals are recorded on One School by administrative staff.

Consequences are implemented consistently across the school when students choose not to follow playground rules:

Teachers carry duty bags to each play area. If inappropriate behaviour is witnessed, the duty teachers may take actions such as directing the student to walk with him/her, sitting out, picking up litter or checking back with the teacher. Students who break the school rules overtly will be written into Playground Referral form (**Appendix Eight**). Administration collects these forms at the end of each break and follows up with individual students. Depending on the severity of behaviour the student may be required to complete a Behaviour Plan (**Appendix Six**) and reflection in the planning room the next break/s. If teachers encounter a severe situation they should send a 'runner' to the office with a red card (found inside the duty bag) or contact administration by mobile phone directly.

Students who repeatedly incur referrals will be placed on a Designated Play Area Card (**Appendix Nine**) as recommended by administration. This placement is based on observations that a student is unable to interact with others appropriately and or a particular area is unsuitable for them to frequent based on the activities carried out there. Teachers are responsible for ensuring identified students receive designated play area cards each break and recording their attendance. If a student does not have his/her card signed they need to report to the Planning Room immediately (teachers should inform administration prior to the following break).

All hard copy behaviour referrals are recorded on One School by administrative staff.

## SCHOOL POLICIES

Glenvale State School has tailored school discipline policies 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

## TEMPORARY REMOVAL OF STUDENT PROPERTY

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff and students. The **Temporary removal of student property by school staff procedure** outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property.

In determining what constitutes a reasonable time to retain student property, the principal or state school staff will consider:

- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the school

The Principal or state school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.

The following items are explicitly prohibited at Glenvale State School and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

* 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 administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary or when there is no other alternative in relation to

the treatment of a specific health need. Schools require medical authorisation to administer any medication to students (**including over-the-counter medications such as paracetamol or alternative medicines**).

**Responsibilities**

**State school staff** at Glenvale State School:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);
- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

**Parents** of students at Glenvale State School

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - is prohibited according to the Glenvale State School Student Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a caring, safe, supportive or productive learning environment
  - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

**Students** of Glenvale State School

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - is prohibited according to the Glenvale State School Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a caring, safe, supportive or productive learning environment
  - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

## USE OF MOBILE PHONES AND OTHER DEVICES BY STUDENTS

### The use of personal technology devices at school

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

Personal Technology Devices include, but are not limited to, mobile telephones, gaming devices, laptop computers, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), IPods®, Ipads and devices of a similar nature.

### Student Responsibilities

- Student personal technology devices as listed above are to be handed in/picked up from the school office immediately on arrival to school and after school
- Student personal technology devices are not permitted in classrooms and/or on school grounds (non-classroom environments e.g. ovals, pathwaths, hall)

The responsibilities for students using school provided devices at school or during school activities, are outlined below.

It is **acceptable** for students at Glenvale State School to:

- use school provided devices (computers, ipads, tablets, assistive technology) for :
  - assigned class work and assignments set by teachers
  - developing appropriate literacy, communication and information skills
  - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
  - conducting general research for school activities and projects
  - communicating or collaborating with other students, teachers, parents or experts in relation to school work
  - accessing online references such as dictionaries, encyclopaedias, etc.
  - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using devices

It is **unacceptable** for students at Glenvale State School to:

- use a personal mobile phone and/or other devices in an unlawful manner
- use school provided devices in an unlawful manner
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets

- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Glenvale State School Student Code of Conduct. In addition students and their parents should:

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
    - access to ICT facilities and school provided devices provides valuable learning experiences for students and supports the school's teaching and learning programs
    - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or devices
    - schools may remotely access departmentally-owned student computers or devices for management purposes
    - students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
    - despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
    - teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

**Certain personal technology devices banned from school**

Students must not bring valuable personal technology devices like cameras, digital video cameras orMP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

**Confiscation**

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

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

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

**Personal technology device etiquette**

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

**Recording voice and images**

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

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

Students must not record images 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). Recording of events in class is not permitted unless express consent is provided by the class teacher.

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying 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 may be subject to discipline (including suspension and recommendation for exclusion) if they breach the policy by being involved in recording and/or disseminating material (through text messaging, display, internet uploading or other means) or are knowingly the subject of such a recording.

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

**Text communication**

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

**Assumption of cheating**

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

**Recording private conversations and the *Invasion of Privacy Act 1971***

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under this 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.

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.

## PREVENTING AND RESPONDING TO BULLYING

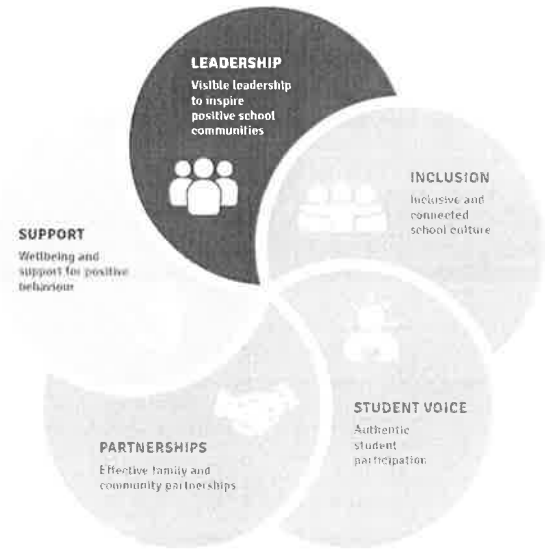
Glenvale State School uses the Australian Student Wellbeing Framework to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

The core elements of the Australian Student Wellbeing Framework:

1. **Leadership**
   Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.

2. **Inclusion**
   All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.




3. **Student voice**
   Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.

4. **Partnerships**
   Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.

## 5. Support

School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

**Bullying**

The agreed national definition for Australian schools describes bullying as:

- 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;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:

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

However, these conflicts are still considered serious and need to be addressed and resolved. At Glenvale State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

The following flowchart explains the actions Glenvale State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

**Glenvale State School - Bullying response flowchart for teachers**

Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

## Key contacts for students and parents to report bullying:

**Prep to Year 6** -- Class teacher

- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours

- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Enter the record in OneSchool
- Notify parent/s that the issue of concern is being investigated

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in OneSchool

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in OneSchool
- Refer matter to specialist staff within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students

**Cyberbullying**

Cyberbullying is treated at Glenvale State School with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bulling, cyberbullying follows students into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays.

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher.

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.

Students enrolled at Glenvale State School may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to the Principal.

## Glenvale State School - Cyberbullying response flowchart for school staff

# How to manage online incidents that impact your school

### Student protection
If at any point the principal forms a reasonable suspicion that a student has been harmed or is at risk of harm, they have a responsibility to respond in accordance with the Student protection procedure.

### Explicit images
If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the Temporary removal of student property by school staff procedure. This includes onto OneSchool records. Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the Online incident management guidelines.

### Report
Refer to the Online incident management guidelines for more details, or if assistance is required, contact the Cybersafety and Reputation Management (CSRM)team on 3034 5035 or Cybersafety.ReputationManagement@qed.qld.gov.au.

Does the online behaviour/incident **negatively impact the good order and management** of the school?

YES OR NO

### 1. Initiate an incident response
Start an incident management log (running sheet) which records times and dates of events, observations, tasks completed, persons involved and written conversational notes.

### 2. Collect evidence
Gather and preserve any evidence of the online content or a potential unlawful online behaviour, where legally permissible. Confiscation of digital devices can only be done under the Temporary removal of student property by school staff procedure.

### 3. Is there a potential crime?
The Queensland Criminal Code contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at Appendix 3, and include:
- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud – obtaining or dealing with identification information
- criminal defamation.

inform the student's parent/s (and student if appropriate) of their options:

1. Report the incident to an external agency such as police, Office of the eSafety Commissioner or the Australian Cybercrime Online Reporting Network.
2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form, under the Disclosing personal information to law enforcement agencies procedure. Refer back to Step 3 to report potential crimes that do not negatively impact the good order of the school.

YES

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form. Information can be shared when reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or to assist in averting a serious risk to the life, health or safety of a person or where the disclosure is in the public interest. For access to the relevant forms, refer to Disclosing personal information to law enforcement agencies procedure.

Principals may continue to investigate the matter for disciplinary purposes, subject to all laws and department procedures.

NO

Content may not constitute a criminal offence requiring police involvement but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour as outlined below.

### 4. Take steps to remove the upsetting or inappropriate content
Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team or Office of eSafety Commissioner.

### 5. Managing student behaviour
Where the online behaviours of students do negatively impact the good order and management of the school, the principal must take appropriate follow-up action. Where appropriate:

- take statutory disciplinary action to address cyberbullying:
  - that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
  - that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;

OR

- use non-statutory options to deal with the matter, for example:
  - discussion with student's parents;
  - student mediation;
  - apology;
  - ICT / mobile technology ban;
  - guidance referral.

### 6. Student welfare
Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

### 7. Recording the incident on OneSchool
If the incident was resolved at school-level, record details of the incident, as reported to the school and investigated through the incident management process, in the student's OneSchool behaviour record.

**Cybersafety and Reputation Management (CRM)**

The Department of Education employs a dedicated team of experts to assist in maintaining the integrity of the department's reputation with regards to cybersafety and reputation management issues, effectively leading the development and implementation of departmental cybersafety processes.

This team provides **direct support for schools** to respond to concerns of inappropriate online behaviour and misuse of information and communication technology.

The team provides a guide for parents with important information about cybersafety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour.

The team has also developed a Cyberbullying and reputation management (Department employees only) resource to assist principals in incident management.

For more information about cybersafety sessions at your school, or for assistance with issues relating to online behaviour, contact the team (Department employees only).

**Student Intervention and Support Services**

Glenvale State School recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Glenvale State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include internal school suspension, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

**Glenvale State School – Anti-Bullying Compact**

The Anti-Bullying Compact provides a clear outline of the way our community at Glenvale State School works together to establish a safe, supportive and disciplined school environment. This compact is provided to all students and their parents upon enrolment, and may be revisited with individual students if particular problems around bullying arise.

**Glenvale State School – Anti Bullying Compact**

We agree to work together to improve the quality of relationships in our community at Glenvale State School. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of bullying, and improve the quality of the schooling experience for everyone.

The agreed national definition for Australian schools describes bullying as

- 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;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

We believe that no one deserves to be mistreated and that everyone regardless of race, colour, religion, immigration status, nationality, size, gender, popularity, athletic capability, academic outcomes, social ability, or intelligence has the right to feel safe, secure, and respected.

I agree to:

- Treat everyone with kindness and respect.
- Abide by the school's anti-bullying policies and procedures.
- Support individuals who have been bullied.
- Speak out against verbal, relational, physical bullying and cyber bullying.
- Notify a parent, teacher, or school administrator when bullying does occur.

Student's signature

Parent's signature

School representative signature

Date

## APPROPRIATE USE OF SOCIAL MEDIA

The internet, mobile phones and social media provide wonderful opportunities for students to network and socialise online. While these technologies provide positive platforms for sharing ideas, they also have the potential to cause pain and suffering to individuals, groups or even whole communities.

It's important to remember that sometimes negative comments posted about the school community have a greater impact than expected. This guide offers some information about how to use social media in relation to comments or posts about the school community. Reputations of students, teachers, schools, principals and even parents can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

Being aware of a few simple strategies can help keep the use of social media positive and constructive:

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
- A few years ago parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

**Is it appropriate to comment or post about schools, staff or students?**

Parental and community feedback is important for schools and the department. If you have a compliment, complaint or enquiry about an issue at school, the best approach is to speak directly to the school about the matter, rather than discussing it in a public forum.

While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook.

If you have raised an issue with a school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved.

Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the school, hinders a child's learning and/or affects the school community at large, contact the school principal.

**Possible civil or criminal ramifications of online commentary**

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (Criminal Code Act 1995 (Cth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

**What about other people's privacy?**

If you upload photos of your children, be mindful of who might be in the background. You might be happy to share your child's successes with your friends and family via social media, but some parents are not. If you are tagging or naming students, consider that other parents may not want their child's name attached to images online.

**What if I encounter problem content?**

Taking the following steps may help resolve the issue in a constructive way:

- refrain from responding
- take a screen capture or print a copy of the concerning online content
- if you consider problem content to be explicit, pornographic or exploitative of minors, you should keep a record of the URL of the page containing that content but NOT print or share it. The URL can be provided to the school principal, or police, as needed for escalation of serious concerns
- block the offending user
- report the content to the social media provider.

## RESTRICTIVE PRACTICES

School staff at Glenvale State School need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On some rarer occasions, a student's behaviour may continue to escalate and staff need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional arousal and behaviour.

In some very rare situations, where there is immediate risk of physical harm to the student or other people, and when all other alternative strategies have failed to reduce the risk, it may be necessary for staff to use restrictive practices.

The use of restrictive practices will always be as a last resort, when there is no other available option for reducing immediate risk to the student, staff or other people. Restrictive practices are not used for punishment or as a disciplinary measure.

The department's **Restrictive practices procedure** is written with consideration for the protection of everyone's human rights, health, safety and welfare. There are six fundamental principles:

1. Regard to the human rights of those students
2. Safeguards students, staff and others from harm
3. Ensures transparency and accountability
4. Places importance on communication and consultation with parents and carers
5. Maximises the opportunity for positive outcomes, and
6. Aims to reduce or eliminate the use of restrictive practices.

Very rarely restrictive practices will be planned and staff will employ, when necessary, pre-arranged strategies and methods (of physical restraint/ mechanical restraint/ clinical holding) which are based upon behaviour risk assessment or clinical health need and are recorded in advance. The use of planned strategies will only be where there is foreseeable immediate risk consistent with the **Restrictive practices procedure**.

Seclusion will not be used as a planned response and will only be used in serious circumstances for managing an unforeseeable situation in an emergency. It will be used for the shortest time possible and in a safe area that presents no additional foreseeable risk to the student. In such emergencies, a staff member will observe the student at all times and seclusion will cease as soon as possible.

Following the use of any restrictive practice, a focused review will help staff to understand how they responded to the risk in any incident that involved the use of a restrictive practice. Staff will consider whether there are other options for managing a similar situation in the future. This strategy works well for reducing the use of restrictive practices.

All incidents of restrictive practices will be recorded and reported in line with departmental procedures.

## CRITICAL INCIDENTS

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe. **Appendix 13 and 14** are relevant to this understanding.

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 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**

1. 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.

2. 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.

3. 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.

4. 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.

5. 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.

## RELATED PROCEDURES AND GUIDELINES

- Cancellation of enrolment
- Complex case management
- Customer complaints management policy and procedure
- Disclosing personal information to law enforcement agencies
- Enrolment in state primary, secondary and special schools
- Hostile people on school premises, wilful disturbance and trespass
- Inclusive education
- Police and Child Safety Officer interviews and searches with students
- Restrictive practices
- Refusal to enrol – Risk to safety or wellbeing
- Student discipline
- Student dress code
- Student protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff
- Use of ICT systems
- Using mobile devices

## 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
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses
- Cybersafety and reputation management

## CONCLUSION

Glenvale State School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions where parents need to raise a concern or make a complaint about an issue you feel is adversely affecting their child's education.

All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner. As a parent or carer, you can express dissatisfaction with the service or action of the Department of Education or its staff, including decisions made or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:

- give us a clear idea of the issue or concern and your desired solution
- provide all the relevant information when making the complaint
- understand that addressing a complaint can take time
- cooperate respectfully and understand that unreasonable, abusive, or disrespectful conduct will not be tolerated
- let us know if something changes, including if help is no longer needed.

**The Department of Education may not proceed with your complaint if your conduct is unreasonable.**

In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process.

The following three-step approach assists parents and school staff in reaching an outcome that is in the best interests of the student:

1. **Early resolution**: discuss your complaint with the school
   The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through QGov.

   Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the schools directory.

2. **Internal review:** contact the local Regional Office
   If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local regional office to conduct a review. You need to submit a Request for internal review form within 28 days of receiving the complaint outcome.

3. **External review**: contact a review authority
   if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

Some matters need to be handled in a different way to school matters and will be referred to other areas in the department. These include:

- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the Student protection procedure.
- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the Excluded complaints factsheet.

**Appendix 1**

| POSITIVE BEHAVIOUR SUPPORT – Glenvale State School Behaviour Expectations | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Value | Whole School | Classroom | Transitions | Toilets | Before & After School | Playground | Off Campus |
| As a learner we value | Safety | I use equipment safely.<br><br>I keep hands, feet and objects to myself.<br><br>I keep my body clean and healthy.<br><br>I will treat others so they feel safe.<br><br>I run only on the ovals. | I walk in the classroom.<br><br>I am only in the classroom when a teacher is present. | I walk around the school buildings. | I use toilets properly and wash my hands. | I follow road rules.<br><br>I follow drop-off rules.<br><br>I sit in the undercover area before school.<br><br>I walk my bike / scooter in the school grounds and in front of the school. | I wear shoes and a hat.<br><br>I use play equipment safely.<br><br>I stay in bounds and play in the right area.<br><br>I sit in the right area and eat my own food. | I stay with my group.<br><br>I follow instructions.<br><br>I follow bus safety rules. |
| | Responsibility | I look after all property.<br><br>I take responsibility for my learning and behaviour.<br><br>I try to make my school a better place.<br><br>I report damages.<br><br>I wear my uniform proudly.<br><br>I arrive to class on time and ready to learn.<br><br>I bring the appropriate equipment to school. | I am organised and ready to learn.<br><br>I set myself goals and strive to achieve. | I visit the toilet, wash my hands and have a drink before class.<br><br>I listen for the bell and I return to class on time.<br><br>I return equipment at the end of play time. | | I hand in my mobile phone.<br><br>I complete home tasks on time. | I play in the right area.<br><br>I use water responsibly. | I involve myself in the learning experience. |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Respect | I care for the school environment.<br><br>I am tolerant.<br><br>I use good manners.<br><br>I follow instructions.<br><br>I use positive language.<br><br>I treat others in a caring way.<br><br>I care for property.<br><br>I am a good listener<br><br>I cooperate with others.<br><br>I follow directions of those in charge. | | I walk quietly in the school grounds during class time. | I respect the privacy of others | | I invite others to join in.<br><br>I wait for permission before going to play.<br><br>I encourage and support others.<br><br>I leave other people's property alone. | I show pride in myself and my school. |

## Appendix Two

| GLENVALE STATE SCHOOL<br>**CLASSROOM BEHAVIOUR REFERRAL FORM** | | | **Location** (please tick) | |
|---|---|---|---|---|
| **Date:** | **Time:** | **Class:** | Classroom | |
| **Referring staff member :** | | | PE | |
| | | | Music | |
| | | | LOTE | |
| | | | Other | |

| **INAPPROPRIATE BEHAVIOUR** | | | | | | |
|---|---|---|---|---|---|---|
| **Minor/Buddy** (Please tick)<br>**W**=Warning **TO**=TIME OUT **B**= Buddy Teacher | | | | | **Major** (Please tick)<br>**OFFICE REFERRAL/SEVERE CLAUSE** | |
| | **W** | **TO** | **TO** | **B** | | |
| **Defiance/Disrespect**<br>Low intensity brief failure to follow directions<br>Inattention to teacher | | | | | **Defiance/Disrespect**<br>Continued refusal to follow directions, talking back and / or socially rude interactions | |
| **Physical Contact**<br>Student engages in non-serious but inappropriate physical contact | | | | | **Physical Aggression**<br>Actions involving serious physical contact where injury may occur (eg hitting, punching, hitting with an object, kicking, scratching) | |
| **Inappropriate language**<br>Low intensity language (eg shut up, idiot) | | | | | **Inappropriate / Abusive language**<br>Repeated verbal messages that involve swearing or use of words in an inappropriate way directed at other individual or group | |
| **Disruption**<br>Low intensity but inappropriate disruption | | | | | **Disruption**<br>Repeated behaviour causing an interruption in a class or playground. (eg. Yelling or screaming, noise with material, disrupting games, sustained out of seat behaviour) | |
| **Property Misuse**<br>Low intensity misuse of property | | | | | **Vandalism**<br>Student engages in an activity that results in substantial destruction or disfigurement of property | |
| **Safety**<br>Student engages in brief or low-level safety violation not involving hurting any other individuals or groups | | | | | **Safety**<br>Student engages in frequent unsafe activities where injury may occur. | |
| **Dishonesty**<br>Student engages in minor lying/cheating not involving any other person | | | | | **Major Dishonesty**<br>Student delivers message that is untrue and / or deliberately violates rules and/or harms others | |
| **Other** | | | | | **Harassment / Bullying**<br>Repeated teasing, physical and verbal intimidation of a student | |
| | | | | | **Other** | |

| **Description of Behaviour** |
|---|
| |

| Others involved in incident | | | | | | | |
|---|---|---|---|---|---|---|---|
| None | | Peers | | Staff | | Other | |

| **Admin ACTIONS** | |
|---|---|
| | Parent Contact ☐ |
| | OneSchool ☐ |

**Appendix Three**

Dear Parent

Your child has attended the Planning Room for:

_____

_____

_____

During this time the behaviour plan below was completed:

| NAME: | CLASS: |
|---|---|
| TEACHER: | DATE: |

1. What happened?

_____

_____

_____

2. What rules were broken?

   1._____

   2._____

   3._____

   4._____

   5._____

3. What Glenvale State School value did I not uphold?

_____

4. How will I make better behaviour choices?

_____

_____

Student's signature: _____

Teacher's signature: _____

Parent's signature: _____

***Please sign and return this form to your child's teacher***

## Appendix Four

Dear Parents and Carers

At Glenvale State School we teach students to make responsible behaviour choices by valuing Responsibility, Respect and Safety. To support these values every classroom maintains a plan that outlines the rules, positive recognition for appropriate behaviour and consequences for inappropriate behaviour.

In our classroom these are:

**RULES**

***Students are expected to follow these rules at all times:***

- Follow directions straight away
- Put your hand up and wait to be called on
- Keep all parts of your body and objects to yourself
- Pay attention when the teacher is talking
- Only use nice talk

**POSITIVE RECOGNITION**

***Students are recognised for making positive choices and following classroom rules by:***

- 
- 
- 

**CONSEQUENCES**

***When students choose not to follow class rules the following steps will be taken:***

| | |
|---|---|
| First time a student breaks a rule | Warning |
| Second Time | 5 minutes Time Out |
| Third Time | 10 minutes Time Out |
| Fourth Time | Buddy Teacher referral and Planning Room next break |
| Fifth Time | Refer to Administration |
| Severe Clause | Refer to Administration |

Thank you for discussing this classroom plan with you child. Please sign and return the form below to show this.

Yours sincerely

_____ _____

**Class Teacher** **Principal/ Deputy Principal**

✂----------

I have read the classroom plan and have discussed it with my child, _____

Parent/Caregiver Signature _____ Student Signature_____

**Appendix Five**

Glenvale State School

## Playground Behaviour Referral Form

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

| **School Expectation Category** | | | | | |
|---|---|---|---|---|---|
| Be Safe | | Be Respectful | | Be Responsible | |

| Others involved in incident | | | | | | | |
|---|---|---|---|---|---|---|---|
| None | | Peers | | Staff | | Other | |

**Appendix Six**

**DESIGNATED AREA CARD**

**Name:_____Class:_____Teacher:_____**

*Student to give card to staff on arrival at designated area

*Duty staff please sign for applicable break

*Inappropriate behaviour to be recorded and dated on back of card

*Class teacher to check after each break

*Student to report to planning room at the end of second break for checking

| | 1st BREAK EATING | 1st BREAK PLAY | 2ND BREAK EATING | 2ND BREAK PLAY | CLASS TEACHER | ADMIN |
|---|---|---|---|---|---|---|
| PLAYGROUND AREA | | | | | | |
| MONDAY | | | | | | |
| TUESDAY | | | | | | |
| WEDNESDAY | | | | | | |
| THURSDAY | | | | | | |
| FRIDAY | | | | | | |

**Appendix Seven**

## GLENVALE STATE SCHOOL: BEHAVIOUR LEVELS

| LEVEL | INDICATORS |
|---|---|
| PLATINUM | Student maintains gold level behaviour for all terms in one school year |
| GOLD | Student follows all classroom and playground rules consistently (no recorded time outs)<br>Student upholds Glenvale SS values consistently<br>Student completes homework consistently<br>No Planning Room attendance<br><br>*All students start on this level at the beginning of each term |
| SILVER | Student follows classroom and playground rules the majority of the time (no more than one 5 minute time out recorded)<br>Student upholds Glenvale SS values the majority of the time<br>Student completes homework the majority of the time<br>No Planning Room attendance |
| BRONZE | Student incurs up to and including three Planning Room attendances<br>*Classroom teacher gives parents written notification when student is 'at risk' of Off Bronze (three planning room attendances)-request for parent/teacher meeting* |
| OFF BRONZE | Student incurs four Planning Room attendances during the term<br>Student incurs an 'in school' suspension<br>Student incurs a formal suspension<br>*Classroom teacher gives parents written notification of Off Bronze status which details the following restrictions:*<br>*Student may not access the following campus and off campus activities for the remainder of the current school term: Camps, Excursion, Inter school sport, Zone/Regional sports trials, School Discos, Choir Performances, Band Performances, Other planned activities as determined by Administration Team* |

- Whole school template letter for 'at risk' of Off Bronze and Off Bronze parent notification
- Whole school template letter for students 'at risk' of or moving 'down' from other levels for parent notification
- Classroom teachers to track and document behavioural data and to aim for weekly conferences with the class to discuss current behaviour levels, goals for the future and how to achieve these
- Behaviour levels for students new to the school should be determined by classroom teachers using current available behaviour data against the given indicators
- If a student's behaviour meets the given criteria at any point in the year it should be considered at that level
- Gold and Silver students are rewarded for their behavioural status through certificates and appropriate on and off campus activities each term
- Platinum level students are rewarded by a certificate and platinum pin at the final assembly for the year
- STUDENTS ENROLLED AFTER THE BEGINNING OF THE SCHOOL YEAR: to be eligible for Platinum level behaviour, new students need to have displayed gold level behaviour for at least terms two to four

**Appendix Eight**

# STUDENT ENGAGEMENT REFERRAL PROCESS

A Student Engagement strategy to support student to be successful at school has been developed to complement the current policies, strategies and processes in place.
The rationale or WHY is based on the necessity for additional support strategies for identified individual students.
These student engagement strategies will be personalised for each student with leadership team members working in partnership with classroom teachers, families and outside agencies where necessary to help promote "A culture that supports learning".

## IDENTIFYING STUDENTS FOR STUDENT ENGAGEMENT

A concern is identified by the classroom teacher/parent/external agency possibly regarding:

- Social/emotional well-being (see appendix 1)
- Behavioural – at risk of off-bronze level (see appendix 1)
- Attendance – a pattern eg every Friday away or 85% or below (see appendix 1)
- Academic engagement (see appendix 1)

## REFERRAL PROCESS

1. The Classroom Teacher emails Head of Student Services to request a Student Engagement Meeting
2. Head of Students shares the Student Engagement referral with the Student Engagement Team (including the Principal and Deputy Principals) with the purpose of assigning a Case Manager
3. The assigned Case Manager contacts the Classroom Teacher to arrange a Student Engagement Meeting.
4. At the Student Engagement Meeting, the Classroom Teacher and Case Manager collaboratively develop a Student Engagement Plan identifying:

    - Engagement Concerns
    - Student Expectations
    - Classroom Support Strategies
    - Individualised Support Strategies
    - Positive Recognition and Consequences

5. The Classroom Teacher contacts the parent/s to negotiate a suitable time for a Student Engagement Meeting
6. The Classroom Teacher and Case Manager meet with parent/s to collaboratively formalise and implement the Student Engagement Plan – Individual Support Plan in Oneschool
7. All key stakeholders sign off to endorse the Student Engagement Plan
8. The Student Engagement Plan is enacted every day to improve student engagement and individual outcome
9. Student Engagement Plans are uploaded in Oneschool under Student Profile/Support/Reports tab. Copies of the endorsed Student Engagement Plan are provided to: Parent/s, Carer, External Agency (if required), Classroom Teacher, Teacher Relief Pink Folder, Specialist Teachers and placed in the Central Student Engagement Plan Folder in DPs office.

## REVIEW OF STUDENT ENGAGEMENT PLAN

Student Engagement Plans and student progress is continually monitored. A formal review date for Student Engagement Plans is set 1 year after the plan is initially developed. However, key stake holders can request a formal review of the plan at any time.

## IDENTIFYING STUDENTS FOR STUDENT ENGAGEMENT (Individual Support Plan)

**Social/emotional well-being**

- Family separation
- Death in the family
- Anxiety: including separation anxiety
- Depression
- Self-harm
- External Agency involvement e.g. CYMHS (Child, Youth, Mental Health Services), Psychologist, Counsellor, DOCs (Department of Child Services), Psychiatrist

**Behavioural**

- At risk of 'off bronze' level behaviour
- Bronze level behaviour
- School Disciplinary Absence e.g. suspension
- Repeated: Disruptive, non-attentive, non-compliant, defiant, oppositional behaviour
- Requiring routines and schedule support structures
- Requiring Positive Reinforcement Schedule
- Requiring KIT book (Keeping in Touch) for communication with home and to heighten self-awareness for the student and to motivate to make appropriate behaviour choices
- Leaving the classroom without permission
- Physical misconduct
- Verbal misconduct: threats, swearing

**Attendance**

- a pattern e.g. away every Friday
- school target or below

**Academic engagement**

- At risk of disengagement or disengaged
- Off-task, refusal to participate in instruction, disruptive, non-compliant with routine
- Sensory issues

**Appendix Nine**

**Behaviour Incident Report**

*Name of student/s involved in incident:*

Person Completing Form: Date:

| | | |
|---|---|---|
| Inappropriate behaviour (name): | | |
| Date of incident | Time incident started | Time incident ended |
| Where was the student when the incident occurred? | | |
| Who was working with the student when the incident occurred? | | |
| Where was staff when the incident occurred? | | |
| Who was next to the student when the incident occurred? | | |
| Who else was in the immediate area when the incident occurred? | | |
| What was the general atmosphere like at the time of the incident? | | |
| What was the student doing at the time of the incident? | | |
| What occurred **immediately** before the incident? Describe the activity, task, event. | | |
| Describe what the student did during the incident. | | |
| Describe the level of severity of the incident. (e.g. damage, injury to self/others) | | |
| Describe who or what the incident was directed at. | | |
| What action was taken to de-escalate or re-direct the problem? | | |
| Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing). | | |

***Appendix Ten***

**Debriefing Report**

**Formal debriefing**

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

- reverse or minimise the negative effects of physical intervention;
- prevent the future use of physical intervention; and/or
- address organisational problems and make appropriate changes.

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

Debriefing should provide information on:

- who was involved;
- what happened;
- where it happened;
- why it happened; and
- what we learned.

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

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

Questions for staff

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

Questions for student

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

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