COOLANGATTA STATE SCHOOL

Student Code of Conduct

2020-2024

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 2020-2024

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Endorsement

Principal Name:	Sharyn Mahony
Principal Signature:	*[signature]*
Date:	10 / 2 / 21.

P/C Acting President Name:	Alan Taylor
P/C President Signature:	*[signature]*
Date:	12 / 2 / 2021

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Purpose

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

The Coolangatta State School Student Code of Conduct sets out responsibilities and processes used within the school to promote a productive, effective and whole school approach to discipline.

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

It is designed to enable students to participate positively within the school community and acquire values supportive of responsible citizenship and their lifelong wellbeing.

It is premised on:

- The rights of all students to learn,
- The rights of all teachers to teach,
- The rights of all to feel safe and be safe,
- The rights of all to be treated with respect.
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Learning and Behaviour Statement

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

At Coolangatta State School we place emphasis on the interconnected links of:

- Quality Relationships
- Quality Teaching and Learning
- Quality Behaviour

At Coolangatta State School we believe that behaviour and learning are interrelated as through better behaviour there is better learning and through better learning there is better behaviour.

Coolangatta State School is a Positive Behaviour for Learning (PBL) School implementing evidence based practices to maximise responsible student behaviour and increase student engagement in learning.

We believe that:

* Education is a life-long process.
*The home plays a major role in student behaviour development through positive parenting and student readiness for school – healthy minds and bodies, supporting and encouraging home learning, full attendance and punctuality.
*Students, staff and parents/carers need to form positive relationships and effective partnerships.
* School is a place of learning and achievement for everyone; where everyone has the right to learn or teach to his / her full potential without interference from others in a safe, supportive environment.
* A love of school and learning through student engagement creates positive attitudes.
* A whole school approach to supporting positive, responsible and self disciplined

behaviour is essential.
* A safe, orderly and attractive work and play environment enhance a sense of belonging, pride and commitment.
* Behaviour is purposefully chosen to meet our needs at the time and that we are personally responsible for our actions.
* Appropriate (expected) and inappropriate (unexpected) behaviours have natural, predictable and / or agreed consequences.
*There is always a way back to good behaviour.
* Values, social competencies, and behavioural expectations need to be explicitly taught.
* Self-control needs to come from within – the Power of One.
* It is the joint responsibility of everyone in the school community to assist students to develop right behaviour through role modelling high expectations.

We Value:
    * Treating all people, places and things with respect.
    * Learning, working and playing in a safe and supportive environment.
    * Courtesy, good manners and respectful language and attitude at all times.
    * A safe, peaceable school with bullying and violence - no way!
    * Fair, open and honest processes, interventions and consequences.
    * Effective school routines and procedures.
    * A whole school approach to teaching and learning of behaviour.
    * Inclusive, engaging and focused curriculum with high learning outcomes and the achievement of personal success.
    * The development of positive self-esteem through positive reinforcement.
    * Acknowledgement of efforts, contributions, achievements and talents.
    * Partnerships with parents/carers, the wider community and other support agencies.
    * Parent / caregivers having a joint responsibility with the school to encourage students to be accountable for their actions.
    * The school's dress code and expectations for behaviour to be followed.

Our school environment is to be an orderly and industrious place where enjoyment and fun are an important part of learning; where individual students feel they are accepted and have the knowledge, skills and attitudes to be the best that they can be in learning and behaviour. Classrooms are to be a focus of learning and teaching. The playground, a happy and safe place. Our whole school approach teaches, supports and recognises appropriate behaviour and encourages all students to increasingly take responsibility for their own behaviour.

This Student Code of Conduct outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour is explicit to everyone, assisting Coolangatta 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.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour, not just for school but also as for being a lifelong responsible citizen.
        o **Be Safe;**
        o **Be Respectful;**
        o **Be a Learner;**

It is our individual and collective responsibility to keep school and community rules.

We make an IMPACT on learning and achieving through the "Power of One".

Encapsulating the high expectations we have for behaviour and learning is the school's motto 'Work to Progress' and school pledge, "I respect myself and others, I learn from my mistakes, I learn so I can succeed".

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Student Learning and Support Network

The Parent / Carer has the prime responsibility for developing appropriate social behaviours in children and to support and work with school staff to achieve expected high standards of behaviour for all students.

Coolangatta State School implements a whole school approach to the Zones of Regulation, (Leah Kuypers, 2011), whereby students gain skills in understanding their emotions and learn to consciously regulate their actions to be in the best place they can for their wellbeing and learning. We encourage parents / carers to use this approach at home to develop this approach as a lifelong skill for self regulation.

At Coolangatta State School an extensive network of student support exists with support sourced and accessed as needed with other networks and agencies. This network is managed by the Principal and the Student Wellbeing Action Team through referral.

The class teacher who is responsible for each student's educational needs and well-being adopts the primary care of the student. All Coolangatta State School staff however, support the class teacher in a team approach. The network of student support at Coolangatta State School include:

Nature of support	School based support	Department and Interagency Support
Curriculum Support	Classroom teacher Head of Learning Support Teachers Literacy & Numeracy Head of Inclusion / Special Education Teacher Teacher aides Visiting specialists –Speech Language Pathologists, OT, Physiotherapy Services Volunteers	Development Assessment Team (DAT) Disabilities service support unit (DSSU) District Office Personnel Autism Coach / HUB Inclusion Services Early Years Services Curriculum Services
Social and Emotional Support	Guidance Officer School Chaplain Head of Inclusion / Special Education Teacher Class Teacher Student Wellbeing Action Team Parents & Carers	Senior Guidance Officers & Regional Behaviour Support Staff Engagement Team Department of Communities (Child Safety Services Qld & NSW) GP – Health Plan referrals Child Youth Mental Health QLD Health Services Community Health: Tweed Valley and Palm Beach Domestic Violence Services Braveheart, Lifeline, Centacare Indigenous services - Kalwun / Karungul
Behavioural Support	Principal Guidance Officer School Chaplain Head of Inclusion / Special Education Teacher Class Teacher Student Wellbeing Action Team Positive Behaviour Learning Team Trained staff MAPA, ESCM, FBA School Chaplain Parents & Carers	Senior Guidance Officers District Office Personnel Alternate Education Programs PBL Coach Coolangatta Police & Adopt a Cop Juvenile Aide Bureau

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A range of programs are offered to support students and families:

- Whole class and targeted group social and life skills programs e.g Friends for Life program
- Anger management and self control programs
- Life Skills program
- Adult Mentor Programs for Students – e.g Lions "shed" program
- 1, 2 3 Magic Positive Parenting Program
- Story Dogs
- Indigenous Cultural Program
- Transition programs –Yr 6 to 7; Kindy to Prep.

A Student Council, lead by School Captains with class Representatives Year 3 - 6 meet regularly to give student voice on a range of school matters, provide feedback, and plan student wellbeing activities.

Consideration of Individual Circumstances

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. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what punishment another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

At Coolangatta State School we
- promote an inclusive environment which is responsive to the diverse needs of its students
- take into account student ability, behaviour history, their home, care and life experiences through our curriculum, interpersonal relationships and organisational practices
- recognise that student age, gender, disability, religious and cultural background, socioeconomic situation, emotional / mental health / well being state and the context of the situation can influence the way a student acts or reacts to differing situations.
- make differentiated adjustments to teaching expectations and responses to inappropriate behaviour and in applying a disciplinary consequence.
- establish procedures for applying fair, equitable consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent.
- recognise 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 special needs
- strive to develop a positive parenting partnership in response to inappropriate behaviour by providing advice, support, and where necessary, counselling and behaviour

management programs through the school or agencies to better help the parent with responsible management of their child's behaviour.

- believe that expected behaviours can be learnt given time and support.

Whole School Approach to Discipline

Coolangatta State School uses Positive Behaviour for Learning (PBL) as a whole-school approach in all classrooms and non classroom settings including off site school activities.

Positive Behaviour for Learning (PBL) is an inclusive, instructional, multi-tiered framework that supports academic and behavioural outcomes for all students within a systematic approach. PBL provides a consistent implementation of proactive, research-based practices for teaching, acknowledging and responding to behaviours based on data.

A set of behavioural expectations in specific settings has been assigned to each of our three school rules.
- Be Safe,
- Be Respectful,
- Be a Learner.

The table below indicates what these PBL expectations look like for students across the school.

SCHOOL WIDE POSITIVE BEHAVIOUR LEARNING – RULE EXPECTATIONS MATRIX						
	ALL AREAS	CLASSROOM/ONLINE	PLAYGROUND	PATHS/UNDERCOVER AREA	TOILETS	BIKE / BUS
BE SAFE	▪ Stay in school grounds and be in right place ▪ Walk to and from buildings ▪ Use hands, feet and objects appropriately ▪ Report unsafe behaviours ▪ Wear full uniform correctly ▪ Practice good hygiene	▪ Enter and exit room in an orderly manner ▪ Store bags and equipment correctly ▪ Sit on seats appropriately ▪ Keep personal information secure ▪ Only use school approved sites ▪ Be safe online	▪ Wear a broad brimmed hat and correct shoes to play ▪ Participate in school approved games only ▪ Stop play on first bell ▪ Safe play on equipment ▪ Stay in bounds	▪ Walk on concrete ▪ Sit safely ▪ Move around seats, objects, and people ▪ Sit and eat in the right place	▪ Keep floor dry ▪ Wash hands properly	▪ Have your name marked on the bus roll ▪ Walk orderly to bus; wait until the bus stops ▪ Be seated on the bus and keep noise levels low ▪ Wear your helmet and safety equipment ▪ Walk your bike, scooter, skateboard in the school grounds.
BE RESPECTFUL	▪ Respect others rights ▪ Follow instructions ▪ Keep the agreed noise level ▪ Use appropriate language ▪ Be honest and trustworthy ▪ Treat others the way you want to be treated ▪ Care for all gardens, property, equipment and belongings ▪ Keep areas clean and tidy ▪ Be kind and considerate	▪ Listen to the speaker ▪ Keep work space tidy ▪ Leave only when permitted ▪ Keep ICT & electronic device agreement ▪ Communicate positively	▪ Share equipment ▪ Play fair and take turns	▪ Walk to the left on paths ▪ Wait for permission to leave eating area	▪ Respect privacy of others ▪ Use the facilities provided properly ▪ Report any damages, graffiti, or misuse to teacher	▪ Sit quietly and listen when bus roll is being called ▪ Have your bus pass ready, wait your turn ▪ Be polite, courteous and follow directions ▪ Use your own bike, scooter, skateboard
BE A LEARNER	▪ Be an active listener and participant ▪ Always try your best ▪ Learn from mistakes ▪ Encourage and support others ▪ Use strategies to solve problems	▪ Be punctual, prepared, organised ▪ Complete set tasks on time ▪ Set goals to improve ▪ Move quietly and quickly in transitions ▪ Only access topic related content ▪ Use right app at right time ▪ Save and log out correctly	▪ Agree to and keep rules of game ▪ Show good sportsmanship ▪ Return equipment		▪ Know and use health and hygiene rules ▪ Go to the toilet at breaks ▪ Return to class as soon as possible	▪ Follow the road and bus rules ▪ Use the supervised crossings ▪ Secure bikes and scooters at bike racks
IT's OUR RESPONSIBILITY to KEEP the RULES						

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These Positive Behaviour for Learning expectations are reviewed regularly based on student behaviour data to target areas that need to be addressed to maintain safe and respectful behaviours that enable classrooms to have a focus on learning and teaching and the playground a happy place.

Expectations are explicitly communicated and reinforced through a variety of forums and strategies. Central is a weekly school wide Positive Behaviour Learning Focus, with explicit and incidental class lessons, regular monitoring and feedback with positive acknowledgement for students who meet with success and reteaching for students who may have difficulty with the expectation.

The weekly focus is also communicated at assembly, in the school newsletter, signage and reinforced through active supervision in the classroom and playground.

In addition, each classroom will have their own set of behaviour expectations based on the school rules to help students and visitors understand class expectations and meet the standards we hold for everyone at Coolangatta State School.
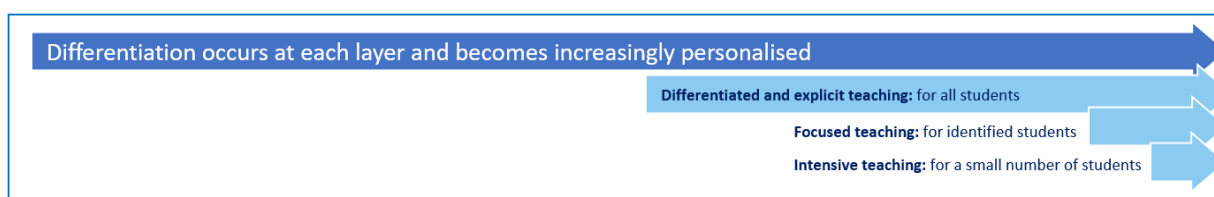
Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach. Student behaviour is seen a part of the overall teaching and learning approach in our school.

Differentiated and Explicit Teaching

Coolangatta State School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students.

Teachers at Coolangatta 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.

Differentiation occurs at each layer and becomes increasingly personalised

Differentiated and explicit teaching: for all students

Focused teaching: for identified students

Intensive teaching: for a small number of students

This model is the same used for academic and pedagogical differentiation. In the PBL framework, 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. Each layer provides progressively more personalised supports for students. At Coolangatta State School we implement this tiered approach.
The first layer provides support for ALL students.

All staff are to :
- Explicitly teach and reinforce the school rules for in classroom and out of classroom.
- Be continually vigilant and proactive.
- Support school policy and expectations.
- Listen to, investigate and follow up the needs of students.
- Record persistent and major unexpected behaviours and parent contacts in One School

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When travelling to and from school, and when in uniform in the school community students are expected to :
- display safe behaviours and show respect for themselves and others.
- always promote the good name of the school through their behaviour.

Classroom expectations:
Behaviour in and out of classrooms is to be conducive of achieving the highest possible learning outcomes for all students and the safety, respect and wellbeing of all.
Planning and implementation should:

- Establish a safe, supportive environment for learning
- Have high expectations (of staff, students and volunteers)
- Engage students through meeting individual student needs
- Use assertive discipline and natural consequences whenever possible
- Follow the school's plan for positive and negative consequences
- Allow for restorative justice, reflection, and self development.

Each class is to display the school behaviour posters for the school rules and expectations matrix.
- Be Safe
- Be Respectful
- Be a Learner

Each class is to develop and display its own set of targeted expectations which reflect the school rules. Frequent referral to the agreed classroom expected behaviours is to be made.

Positive acknowledgement is to be given to students who demonstrate the expected behaviours in all class and learning situations.

Communication of Expectations for Positive Behaviour:

- Induction of Coolangatta State Schools Code of Conduct and Positive Behaviour Learning for new students and staff with regular staff review of practices and procedures.
- Staff develop and model proficient Professional Standards for Teachers in creating and maintaining a supportive and safe learning environment.
- Staff encouraging and reinforcing student self management strategies.
- Teaching and unpacking high expectations that it is an individual responsibility to keep the rules for safety, respect, learning across the range of school contexts through specific classroom lessons with clear understanding of both negative and positive consequences with regular follow up, reminders and reinforcement.
- Visual display of rules in classroom and around the school.
- The explicit teaching, modelling and reinforcing the
  - weekly school Value of the Week through class lesson, assembly item
  - weekly Positive Behaviour for Learning Focus to reinforce school rules, procedures and expectations and to address targeted evidenced through school data analysis.
  _ weekly Social and Emotional lesson.
- Regular PBL section of the school newsletter to actively and positively inform and involve parents in school behaviour expectations
- Student Wellbeing Action Team provides regular provision of positive behaviour and special needs information to staff and parents.
- The School's Positive Behaviour Learning team collects, analyses behaviour data and reports to staff for collaborative decision making and actions for improvement.

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Reinforcing expected school behaviour

At Coolangatta State School we want 80% or more of students to demonstrate expected behaviours and do the right thing. Staff readily give students engaging in right school behaviour positive feedback and acknowledgement to reinforce school expectations. Strategies include general positive praise, encouragement, comments and gestures as well as whole of school and specific classroom related awards and rewards.

  _ *Gotcha Raffle Ticket*
    *Staff members hand out gotcha tickets to students they observe following school rules or demonstrating the value or positive behaviour focus of the week in both in class and out of class. This reinforcement occurs continuously throughout the day. Students can place gotcha tickets in the designated classroom collection point. Each assembly day all gotcha tickets from the classroom and playground are put into one raffle. Each week 2 winners are drawn from the raffle and presented with a 'free voucher' for the tuckshop, a handball or some other prize.
    * Students record their Gotcha's in a green folder and aspire to achievement levels. For each level, students are given a tangible reward.

  - *Student of the Week* – for Learning and Responsible Citizenship.
    * a weekly class trophy and certificate is given on assembly and acknowledged in the school newsletter for academic achievement and for responsible behaviour.

  - *Principal's Award*
     * a weekly school award given to an individual, group or class to acknowledge achievement in learning or responsible citizenship.

  - *School Captains Environmental Award*
    * a weekly award presented to the class that demonstrates a responsible indoor and outdoor learning and eating environment

  - *Individual classroom awards*
    * Teachers and students negotiate a system of in class acknowledgement with positive consequences to reinforce their good behaviour e.g class dojo's, raffle tickets, play money purchases, choice of selected activity - negotiated free time, homework free day, stickers etc

- *Public Display of student work / achievement*
- *Positive phone call, postcard, communication to parents*
- *End of semester rewards session*
- *Positive Behaviour Report*
    * In term 1 and 3, students self evaluate their behaviour against set criteria for each school rule (safety, respect, and learning). Teachers likewise make assessment. The student and teacher collaboratively agree on a level A – E rating. The report is provided to the parent. Level A students are self managing students with self discipline and self control who nearly always keep the rules. Parents of level A students receive a congratulatory letter to acknowledge their child's responsible behaviour.
    * At the end of each semester, Term 2 and 4, teachers provide a written report giving students an A-E behaviour rating and associated comment.
- *End of Year Annual School Awards*
   * students in each Year 3 – 6 class are awarded the student of the year in academic and class citizenship endeavour.

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.

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Coolangatta State School to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix, and 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, function-based behaviour assessment and support plans and multi-agency collaboration 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 mentor at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the students.

Disciplinary Consequences

Coolangatta State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis through Social & Emotional and Positive Behaviour for Learning Strategies. When unexpected behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unexpected behaviour are consistent and proportionate to the nature of the behaviour. At Coolangatta State School consequences for unacceptable behaviour is based on behaviour levels.

When responding to problem behaviour, the staff member makes a professional judgement in line with the school community's agreement on whether the problem is minor or major with the following understanding.

Minor problem behaviour is handled by the staff member at the time it happens with logical consequences connected to the behaviour.

Minor Behaviours are those that:
- Are minor breeches of the school rules
- Do not seriously harm or cause you to suspect that the student may be harmed
- Do not violate the rights of others in any serious way

- Are not part of a pattern of problem behaviours
- Do not require involvement of other staff or administration.
-

Response to Minor Behaviour Levels:
- Level 1 & 2: rule reminders and redirections;
- Level 3:   time out in class, sit out in playground or walk / talk with teacher; complete or partial removal from an activity / event for a specified amount of time; meeting with the teacher, apology, restitution, mediation, detention for work completion
- Level 3 behaviours are noted in the duty folder / class teacher notes and may be recorded in One school behaviour report.
- Three level 3 behaviours constitutes a major behaviour.

Major problem behaviour are those that
- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of other staff members and or the Principal

Major problem behaviour requires an immediate withdrawal from the classroom or playground. The staff member calmly states the major problem and the expectation of right behaviour and fills out the relevant buddy or reflection room referral or office referral. The student is to be accompanied to either buddy class or the office where the offending student is to further reflect on his / her behaviour. For playground behaviour, the student is to sit out or walk with the duty teacher and attend reflection the next available day.

Response to Major Behaviour Levels:
- Level 4: to buddy class for classroom behaviour; to reflection room for playground, before / after school behaviour.
- Level 5: directly to office for high level behaviour.
- ALL major behaviours must be entered on One School. The office for Out of Class incidents and by the teacher for in class incidents.
- Parent notification and contact is made for level 4 and 5 behaviours.
- Re -entry meetings back to learn or to play are conducted.

Continued Level 4 / 5 behaviours result in referral to the Student Wellbeing Action Team to review student support and management or further consequences given by the Principal as after school detention.

The table below shows levels of behaviours with possible corrective actions and/or guidelines for staff members to follow.

LEVEL	BEHAVIOUR	STAFF GUIDELINES
1 (Minor)	• Playing in out of bounds areas • Running on cement • Littering • Playing without a hat • Unsafe behaviours e.g swinging on rails • Using minor inappropriate language • Minor quarrels/teasing • Unfair play • Rudeness • Calling out in class • Late for class • Homework not completed • Class work not completed • Undue noises • No hat outdoors; incorrect shoes for play • Walking around eating	**No action to record** - rule reminders - redirections - warning **Restorative justice** - apology from student - mediation - restitution **Logical consequence** - community service -complete task -loss of privilege - sit out / withdrawal from activity
2	Repeating or Continuing Step 1 behaviours	No action to record - rule reminders/ 2nd warning

(Minor – Repeated Behaviour)		Restorative justice (as above) Logical consequence (as above)
3 (Minor-Persistent Behaviour More Serious Behaviour)	• Continually repeating occurrences of minor behaviours • Disruptive behaviours • Persistently calling out in class • Continued incompletion of work • Continued rudeness • Not following staff member directions • Minor property damage • Physical misconduct - Rough Play, Not keeping feet and hands to self, Minor physical altercations • Verbal misconduct -minor teasing, put downs, disrespect	**Action noted and tracked.** - In class time out - In playground sit out / walk with teacher - Classroom privileges and/or external activities withdrawn. - 3 minor behaviours results in a level 4 consequence Restorative justice (as above) Logical consequence (as above)
4 (Major – Serious Behaviour)	• Repeated occurrences of persistent behaviours • Physical behaviours which may lead to injury • Low Level Bullying • Verbal misconduct • Complete disregard for school rules • Refusal to follow adult directions, non compliance • IT misconduct • Lying, cheating • Property misconduct	**Action recorded on One School** - buddy class / reflection room Restorative justice (as above) Logical consequence (as above) -supervised play -playground passes -community service - loss of privileges; attendance at risk extra curricular - Contact with parent /carer - Possible referral to admin/Student Wellbeing Team with possibility of individual behaviour plan (IBP). - Support and monitoring by CT, Principal, school chaplain, Student Wellbeing Team
5 (Major – Extreme Behaviour)	• Repeated offences of serious behaviour • Harassment of other students or staff (physical, verbal, sexual, racist) • Bullying including racism, cyber bullying • Serious threats to staff or students • Physical abuse -fighting, choking, spitting • Verbal abuse • Aggravated assault and dangerous behaviour which lead to serious injury • Sexual Misconduct • Bringing illegal / prohibited items or other inappropriate / offensive material to school – tobacco, alcohol, drugs, matches / lighters, weapons, pornography, • Leaving the school grounds without permission, truancy • Stealing, Vandalism • Continued refusal to follow staff members directions or follow program of instruction.	**Action recorded on One School** - Immediate referral to Principal - Restorative justice (as above) - Logical consequence (as above) -loss of privileges; non attendance at extra curricular -supervised play -playground passes -community service - Meeting / contact with parents - Referral to Student Wellbeing team - Counselling by admin/GO/school chaplain - In-school / out-school suspension - Suspension: 1-10 days – 10 -20 days - Re- entry plans - Intervention and implementation of IBP. - Possible referral to police by admin for unlawful behaviour - Possible referral to District Office for alternate placement / interventions - Possible recommendation for exclusion

Individual Behaviour Plans (IBP) and re - entry plans are made in case meetings with the class teacher, the parent, the student, the Guidance Officer and the Principal.

There is always a way back with student and parent commitment to improved behaviour with the support of school personnel and recommended agencies. Behaviour Plans are reviewed continually, with progress reports made regularly to Student Wellbeing Action Team (SWAT). An IBP is no longer required once identified student displays continual appropriate positive behaviours.

School Disciplinary Absences (suspension and exclusion) will only be imposed after all other responses have been considered.

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Differentiated Support – for All students

At Coolangatta State School, whole school strategies for all students include explicit instruction with learning intentions, success criteria and timely feedback. The Zones of Regulation and social and emotional skills are also taught.

School staff provide 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 4 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. Time Out, Detention)

Focussed Support

The Positive Behaviour for Learning Team, through analysis of behaviour data from One School, identifies students who may require proactive targeted behaviour support for in class or out of class behaviour.

In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success or the rights of others at risk if not addressed in a timely manner. The Student Wellbeing Action Team uses a team approach to formulate support strategies, develop behaviour plans and put support and management systems in place. Social Skill programs for individuals or groups may also be implemented.

Due to the size of Coolangatta Stated School, it is important to recognize that all staff are involved in the support of students who may need more targeted behaviour support. Contact is made

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between the students and the members of staff every day, in the playground, the classrooms and the local community.

Strategies used for targeted behaviour support include:

- Relationship building – knowing the student, connecting, caring, building a supportive environment.
- Zones of Regulation - using the language of Zones and working with student to personalise tools to support calming, focus, anger management etc
- Re teaching expected behaviours – target teach behaviour, social and emotional skills that a student or a group of students is having difficult with.
- Assessing Oral Language capabilities - Providing support to build relational and receptive language capabilities.
- Curriculum adjustment – This may involve working with support teacher or aide and adjusting work/expectation so that student can access the curriculum with success.
- Verbal communication – This may involve giving frequent firm, but polite directions, rule reminders, questions and feedback and providing clear choices.
- Non-verbal communication – This involves waiting and scanning actively, using strong eye contact and providing cues and prompts.
- Increased attention – This involves using alternative and stimulating activities to gain students attention.
- Staying in close proximity to students during group work and independent activities - roving around class or supervised area with targeted acknowledgement of positive work and behaviour.
- Individual behaviour monitoring strategies – This may involve the tracking of student behaviour against agreed targeted goal with negotiated positive and negative consequences.
- Communication with staff – This involves making known 'identified' students and the strategies to support them.
- Staff professional development- Ensuring all staff are aware of and know how to manage or call on support for complex behaviours associated with ASD, ADHD, OD, trauma, anxiety and mental health.
- Contact with parents / caregivers - When problems arise, using a positive approach with the aim of building and maintaining productive partnerships.
- Communication with parents / carers – This may involve the set up of a school / home communication program for feedback and follow through of planned positive and negative consequences
- Social skilling programs – This involves students participating in additional targeted social skill programs to develop expected skills and behaviours.
- Lunch time programs: A variety of lunch time activities are scheduled that students may choose to participate in or be directed to attend to support wellbeing for self and others.
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies
- Functional Behaviour Assessment
- Counselling and guidance support
- Teacher coaching and debriefing
- Individual student behaviour support strategies (e.g. Student behaviour plan, behaviour contract, self monitoring plan, check in check out strategy)
- Time out
- Detention

Intensive Support

Intensive behaviour support is required to support those few students who demonstrate highly complex and challenging behaviour. That is, the behaviour is of such frequency and intensity that learning is disrupted in the classroom, there is direct risk of learning disengagement and/or severe injury to the student or others. This level of support generally occurs when less intense support strategies have been used and have not been successful or have not met the student's behaviour support needs.

At Coolangatta State School we are committed to educating all students and will work with parents and other support agencies, within in the capacity of the school, to support and assist students to better behaviour, better learning.

Intensive behaviour support is coordinated by the Student Wellbeing Action Team who through the Positive Behaviour Learning team, Principal or class teacher referral, identifies students who may require intensive support as high priority.

A team approach is used to formulate and record strategies for implementation. Assessment and data collection of student behaviours and needs e.g. One School data analysis – curriculum and behaviour, classroom and playground observations, Functional Behaviour Analysis, parent / student interviews, reports from previous schools / agencies, Guidance Officer, Speech language pathologists, medical practitioners etc inform decision making. Parents/carers are involved in the development of, commitment to and monitoring of a behaviour management support plan and Risk Assessment Plan

Strategies used for intensive behaviour support include:

- Core staff trained in behaviour management strategies - MAPA (Management of Actual or Potential Aggression) and FBA (Functional Behaviour Analysis)
- Referral of students to Student Wellbeing Action team
- Assessments by Guidance Officer / Behaviour Support Teacher/ Learning Support / Special Education Teacher
- Intensive curriculum support – This involves timetable and curriculum modifications, one-on-one support, negotiated class rules and school hours (if required) and the use of a mentor to support staff working with identified student;
- Intensive classroom and playground support – This includes identified student having alternate supervised eating and play arrangements and participating in a social skilling program.
- Intensive specialist and behaviour support – This includes Senior Guidance Officer, Regional Behaviour Support Staff, ASD services, indigenous services, counselling services, interagency referrals, health professional referrals
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Development of an individual behaviour plan (IBP) including risk assessment plan.
- Working with parents to develop strategies to enable reengagement and a way back.
- Sourcing emergent funding to provide support – in / out of classroom through Regional Behaviour Support services
- Alternate Education Arrangements
- Internal supervision, after school detention
- Short term suspension (up to 10 school days) or long term suspension (up to 20 school days) with associated re-entry plans
- 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)

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School 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 Coolangatta 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 Coolangatta 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 in writing, usually via email. 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 (e.g. AUSLAN), provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as guidance officers or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

Coolangatta 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 Coolangatta 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).

State school staff:
- do not require the student's consent to search school property such as bagracks, 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;
- must gain consent from the student or parent 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;
- in emergent circumstances may 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);
- must obtain consent from the student or parent 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.
- can inform the police. The police can search a student or their property if suspected of having a knife or weapon, illegal substance or material in possession. This may result in the student being charged, detained and if convicted, a fine or juvenile detention.
- may apply a serious disciplinary action including suspension and exclusion if allegations are founded.

Parents of students at Coolangatta State School must ensure that their child complies with the following expectations and students are required to abide by expectations:
- Make sure you know what the laws and rules are about knives.
- Do not include knives or knife tools in children's lunch boxes, pencil cases or craft kits

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- 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 Coolangatta 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.
- Contact the school principal if you believe your child is being bullied or threatened at school.
- If you have any concerns about student safety, please contact the principal

Use of mobile phones and other devices by students

It is recognised that students live, learn and work in a society where communication and access to information is dominated by digital technologies like mobile phones. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning.

Coolangatta State School has determined that explicit teaching of responsible use of mobile phones and other devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

At Coolangatta State School, digital devices other than mobile phones will be provided by the school for student use. Permission form the Principal must be obtained if a student needs to bring their personal device for special learning and / or communication.

It is a requirement that students who need to carry a mobile phone with them for emergency / security reasons leave the phone at the office where they are kept secure during school hours. The phone is to be handed in to the office on arrival with the phone on silent or turned off. The phone is to be collected on departure.

Parents who wish to contact the student or the student contact the parent in school time are to make contact through the office.

No liability will be accepted by Coolangatta State School in the event of the loss, theft or damage of any mobile phone unless it can be established that the loss, theft or damage resulted from the department or school's negligence.

When students are on camp or on excursions, phones and devices will be kept by staff coordinators and expectations communicated to students and parents.

The responsibilities for students using mobile phones or other devices at Coolangatta State School are outlined below.
It is **unacceptable** for students at Coolangatta State School to:
- use a mobile phone or other 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
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in toilets
- take photographs or film other individuals without their consent or 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

At all times, while using ICT network facilities and devices supplied by the school, students will be required to responsibly act in line with the requirements of the Coolangatta State School Student Code of Conduct and the school ICT agreement which is made on enrolment. Expectations are explicitly taught and reviewed annually.

In addition students and their parents should:
- ensure they have the skills to report and discontinue access to harmful information if presented via internet or email
- be aware that:
  o the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or devices
  o 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
  o despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed. If this were to occur we expect that students to report the incident to the teacher who will take immediate action.
  o teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Disciplinary action, in line with the Student Code of Conduct, will be taken for transgressions of the school mobile phone and device policy.

Preventing and responding to bullying

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Coolangatta State School uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

Coolangatta State School promotes a peaceable, safe school environment with Bullying - No Way a whole of school approach.

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.
- harrassment is often used to describe negative behaviour toward someone on the basis of differences - gender, racial background, religious or cultural beliefs, sexual orientation, ability and disability, and socio-economic status. Usually these actions need to be repeated over time for it to be considered bullying.

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

To report bullying, students and parents are to report to any staff member that they feel comfortable with, generally this would be the class teacher or the school Principal, Chaplain or Guidance Officer.

Bullying may occur in a number of ways. It may be overt or covert. The bully may either be unaware of the impact of their behaviour, or they may be acting maliciously to the detriment of the person they are bullying.
Individuals or groups may be involved.

Verbal

Verbal bullying includes yelling, swearing, name calling, unwelcome teasing, unfair criticism, put down "jokes", belittling other's ability or achievements, making comments about anothers culture, religious or social background, gender, physical appearance. It can even include threats, demands for money, spreading rumours about someone or their family or being suggestive

Non-verbal

Non-verbal bullying includes things like rude gestures or facial expressions, writing unwelcome or offensive notes or pictures, being left out, and even stalking. This type of bullying is often the hardest to recognise because it's usually done on the sly. It can even be done behind the victims' backs so they don't know what's going on. Phone, text messages and emails are being increasingly insidiously used.

Physical

Physical bullying is often the easiest type to detect because it's often more visible than other types. It includes being pushed, hit, tripped, or spat on, but it can also include having your work or belongings interfered with or damaged. Standover tactics are another form of physical bullying. So is sexual harassment.

Coolangatta State School's Bullying Policy:
At Coolangatta State School we aim to develop a culture of respect, peace and non- violence and provide a positive social context for student behaviour whereby consistent messages are given valuing diversity and difference, supporting constructive relationships and discouraging violence and aggression and abuse of power with a strong message that bullying and harassment is not tolerated and need to be reported.

- We aim to reduce the incidence of bullying through consciousness raising, the implementation of an anti - bullying program and sensitive follow up action**.**
- We will listen to students and foster the involvement and support of the school community.
- Analyse data and surveys to examine student, parent, teacher perceptions of safety and the use of resources and spaces in the school
- Specifically teach social skills and values and develop inclusive programs where diversity is acknowledged and valued
- Foster an environment in which each child can feel they belong and are valued.

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<u>Proactive and preventative action:</u>

1. Students, parents and staff are to be educated about bullying and its impacts with a yearly focus on National Action Against Bullying Week.
2. The regular communication at assembly, through the newsletter, and in the classroom that bullying will not be tolerated and that it is everyone's responsibility to stand up against bullying.
3. Social skills, personal safety skills, assertiveness, problem solving and conflict resolution skills are taught to all students.
4. The school, parents / caregivers work together and in partnership with other school personnel and / or external agencies to provide the victims with support and bullies with appropriate skills to modify their behaviours.
5. Clear procedures for handling episodes, which include protecting the victim from further harm, making the bully responsible for fixing the problem and monitoring the situation are made known.

<u>Responsive action:</u>

Victims and bystanders are encouraged to be assertive and to tell the person / persons to stop doing what they are doing or it will be reported and then to report it to the teacher on duty, their class teacher, the Principal, the chaplain, their parent or friend who is encouraged to report the bullying. Reporting is not dobbing. Reporting is taking control of the situation and not allowing oneself or anyone else to be treated in this manner.

On report , staff follow up the incident following the outline of the process below.

- Tell the victim that they did the right thing to report on the bully.
- Listen to the child tell what has been happening and how he / she feels.
- Discuss with them the strategies they have tried and give suggestions of other strategies that may work including the establishment of a support network.
- Discuss a mediation process between the victim and bully where they use "I" statements to tell the bully how they feel. Role play the strategy. Set up the mediation with supportive staff member to be present while the victim tells the bully that they want it to stop.
- If victim does not feel confident to speak to the bully, teacher to speak to the bully.
- Get a commitment from the bully that it will stop and an apology (verbal or in writing)
- A discussion takes place with the bully to ascertain what their problem may be. The bully is given strategies to make a better choice of behaviour.
- The teacher will make a professional judgement on disciplinary action for the bully.
- Class teacher of both the victim and the bully is advised. Monitoring takes place.
- Support the victim through regular check in and if considered appropriate instigate social skills programs for the victim e.g self esteem building, conflict resolution skills, aertivenin consultation with their parent.
- Provide reteaching and targeted support for the bully either as informal or formal individual / group program eg. Alternatives to aggression, self esteem building, anger management
- Repeated incident results in the offending child being given disciplinary action and their parents advised by the class teacher / Principal.
- The bully is supported by a supervising teacher to see that their behaviour is bully behaviour and helps them develop a plan for more appropriate behaviour to get what they what and to skill them in the appropriate social skills.
- Repeated incidents will result in referral through the Student Wellbeing Action team committee for additional support from the school Guidance Officer or external agencies for further social skills programs for the bully - alternatives to aggressive behaviour, self esteem programs.
- Repeated incidents will result in further disciplinary action and result in suspension.

Towards the end of each term, each student fills out a SECRET BULLY BALLOT where they record the name of anyone who may be bullying them and the place where these incidents occur. The principal will approach the bullies and give them the message that it is to stop. The victim is also approached and inquiries made as to whether it is still happening to them. If it is, further action is taken for it to stop following the process outline above. The Principal may delegate follow up responsibilities to the school chaplain.

Data from each student bully ballot will be recorded on a data base by a designated staff member. Summary reports will be issued to the class teacher. The Student Welfare committee will analyse school data for trends and responsive actions and report to the school community.

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

Coolangatta 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 Exemplar State College 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.

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

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.

School staff at Coolangatta State College 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.

Physical Intervention/Restraint:
It may be required to make legitimate use of physical intervention if all non – physical interventions have been exhausted and a student is: physically assaulting another student or staff member; posing an immediate danger to him/herself or to others. Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:
• physical intervention cannot be used as a form of punishment
• physical intervention must not be used when a less severe response can effectively resolve the situation
• the underlying function of the behaviour
• the key principles of MAPA (Managing Actual or Potential Aggression) even if not trained.

Any physical intervention made must:
• be reasonable in the particular circumstances,
• be in proportion to the circumstances of the incident
• always be the minimum force needed to achieve the desired result, and
• take into account the age, stature, disability, understanding and gender of the student

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 is undertaken to 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.
It is also essential for staff and student wellbeing that high level incidents are debriefed and support and counselling offered / arranged through school or district services.

All incidents of restrictive practices will be recorded and reported in line with departmental procedures.
Each instance involving the use of physical intervention must be formally documented on One School. The following documents must be maintained:
  i. Incident report (My HR WHS)
  ii. Health & Safety incident report (My HR WHS)
  iii. One School Behaviour entry
  iv. Debriefing report for student, students and staff.

Critical Incidents

It is important that all school staff have a consistent understanding of how to respond in emergencies involving student behaviour that seriously endangers the student or others. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.
Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

The aim in these situations is to bring the behaviour of the student under rapid and safe control. It is not a time to try and to punish or discipline the student; it is a crisis management period only.

School Crisis Management Plan
When a crisis situation develops the following procedure should be followed:
- Crisis situation observed (eg. Aggressive or violent student, dangerous weapons, dangerous visitor entering ground)
- Initiate RED CARD immediately ensuring student sent with RED CARD alerts office / Principal and states where assistance is required.
  - Cards located in the classroom or playground folder
  - Office to immediately advise Principal and trained staff in MAPA (Managing Actual or Potential Aggression) to take action.
- Remove all children from the crisis area by speaking to students in a calm, controlled, clear and assertive voice.
  - If incident indoors, move all children to the predetermined safe place (where there is adult supervision); teacher to remain with upset student maintaining a safe distance until assistance arrives.
  - If incident outdoors, stop play/work and instruct students to move to other safe area where there is adult supervision e.g UCA, library, back to

classroom; teacher to remain with upset student maintaining a safe distance and a non-threatening stance until assistance arrives.
- A LOCKDOWN may be initiated.

- Record the incident and report in line with departmental procedures. The following documents must be maintained:
    v. Incident report (My HR WHS)
    vi. Health & Safety incident report (My HR WHS)
    vii. One School Behaviour entry
    viii. Debriefing report for student, students and staff.

For unexpected critical incidents, staff should use basic defusing techniques:

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, use Zones language if appropriate, 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
(At an appropriate time when there is low risk of re-escalation, 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).

Resources

- [Australian Professional Standards for Teachers](#)
- [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](#)

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Legislative Delegations

Legislation

- [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

Conclusion

Coolangatta 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

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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.

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