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 2020-2024

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Principal Name:	Andrew Dobson
Principal Signature:	
Date:	1/8/2022
P/C President and-or School Council Chair Name:	Raymond Dionysius
P/C President and-or School Council Chair Signature:	
Date:	1-8-2022

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Purpose

Proston State School P-10 is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.

The Proston State School P-10 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.

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Learning and Behaviour Statement

Proston State School P-10 is committed to providing a safe, supportive environment in which all members of the school community have the opportunity to learn. This Student Code of Conduct addresses the diverse academic and social needs of students, promoting respectful relationships, positive reinforcement and celebrating success.

Proston State School P-10 expectations are:

Be a Learner, Be co-operative, Be safe and Be responsible.

These values underpin everything that we do and form part of a common understanding between students, staff and the community.

A set of behavioural expectations in specific settings has been attached to each of our four school expectations. The School-wide Expectations Teaching Matrix (See Appendix 1) outlines our agreed rules and specific behavioural expectations in all school settings.

Consultation and Data Review

Proston State School and its PBL Team consult their appointed DDSW Behaviour Coach each term to discuss;

- School improvement agenda
- Behavioural data collection and analysis
- Staff Profiling Opportunities
- Targeted training for school environment and staff
- Classroom Management Practices
- Review Action Plans and Responsible Behaviour Guide
- Complete EBS Survey and assist in analysing data
- Coaching Team Leader

Proston State School completes its Effective Behaviour Support survey annually in Term 2. The outcome of the survey dictates the review and development of the following documents.

- Behaviour Matrix (expectations review)
- Action Plan for following year
- Benchmarks of Quality Check
- Policy and Procedure

Parent & Community Involvement

Parents and the wider community play an important role in creating a safe and supportive school environment. Schools benefit when school staff engage in regular positive, respectful interactions with students and their family.
This helps to align the behavior expectations of the school to community expectations and means everyone shares an understanding of what is expected.

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Proston State School P-10 aims to communicate clearly the school's expectations for student behaviour via the following avenues;

- *Fortnightly Newsletter Articles*

Detailing PBL news and updates about systems currently in place, school focus lessons, data and PBL meeting dates.

- *Newsletter Articles displayed on Community Bulletin Boards*

Inform the community about the school focus for behaviour, promote community involvement in discussing these behaviours with students and promote community involvement in PBL meetings.

PBL Team

Knowing what is happening in a school means the school staff can focus on providing the right support to students to help them learn and achieve.

The PBL Team uses student behaviour data (both positive behaviour and inappropriate behaviour), parent feedback and staff questionnaires to evaluate the practices at Proston State School P-10 and inform revision.

Specifically:

- what, where, when and why students engage in particular behaviours
- the staff members involved
- the accuracy and consistency of implementation of the positive whole-school approach.

The PBL Team meets fortnightly to analyse data and evaluate the implementation of the positive whole-school approach. Sharing this information with staff, parents and students allows everyone in the school community to focus on developing a safe and supportive learning environment.

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Whole School Approach to Discipline

Proston State School P-10 uses Positive Behaviour for Learning (PBL) as the multitiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

PBL is an evidence-based framework used to:
- analyse and improve student behaviour and learning outcomes
- ensure that only evidence-based practices are used correctly by teachers to support students
- continually support staff members to maintain consistent school and classroom improvement practices.

At Proston State School P-10 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.

The development of the Proston State School P-10 Student Code of Conduct is an opportunity to explain the PBL framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PBL can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

Any students or parents who have questions or would like to discuss the Student Code of Conduct or PBL are encouraged to speak with the class teacher or make an appointment to meet with the principal.

PBL Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same our Positive Behaviour for Learning (PBL) expectations in place for students – *Be Safe, Be Respectful, Be Co-operative and Be a Learner.*

Students

Below are examples of what these PBL expectations look like for students across the school. In addition, each classroom will have their own set of posters to help remind students and visitors of the expectations and meet the standards we hold for everyone at Proston State School P-10.

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Be safe

- Keep hands, feet and objects to yourself
- Move and walk quietly between buildings during class and lunch time
- Practice personal hygiene
- Sit on the chair appropriately
- Enter and exit the room in an orderly manner
- Ask permission to leave your seat or the teaching area
- Be sun safe

Be respectful

- Positive interactions with everyone
- Care for the environment
- Wear the school uniform
- Respect others' right to learn; work quietly and focus on own learning
- Help others to learn
- Raise your hand to contribute appropriately
- Eat in the eating areas
- Respect others privacy

Be co-operative

- Follow adult instruction the first time it is given
- Be prepared to work with others
- Be tolerant of differences
- Keep work area clean and tidy
- Follow rules of games
- Return equipment to where it belongs

Be a learner

- Participate actively
- Always attempt the task and have a go
- Be prepared
- Follow bookwork policy
- Focus on self; ignore inappropriate behaviour
- Return to class promptly

Facilitating Standards of Positive Behaviour

Expectations are explicitly taught, referred to and reviewed with students, staff and the community using various methods of communication. Weekly Expectations are chosen in response to the school behaviour data and the wellbeing of students.

• Monday Morning PBL Assembly 8:50- 9:00am: School Principal delivers the weekly lesson/expectation. Followed by celebration of academic and behavioural success (classroom/grade certificates).

• Daily Expectation Reviews: Classroom/Year Level teacher deliver lesson (emailed weekly) and unpack and explicitly teach what the expectation is and what it looks like.

• Display Posters: Throughout the school, the 4 behavioural expectation posters are displayed (see Appendix 2).

Reinforcing Expected Behaviour

Students are rewarded frequently and consistently to encourage appropriate behaviour and attitude to learning. Each grade is to arrange and provide the following positive incentives to students throughout each week.

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➢ **Students of the Week award**

Learning and achievement (presented weekly at assembly).

➢ **PBL Award**

Student consistently following the rules (presented weekly at assembly).

➢ **Verbal praise**

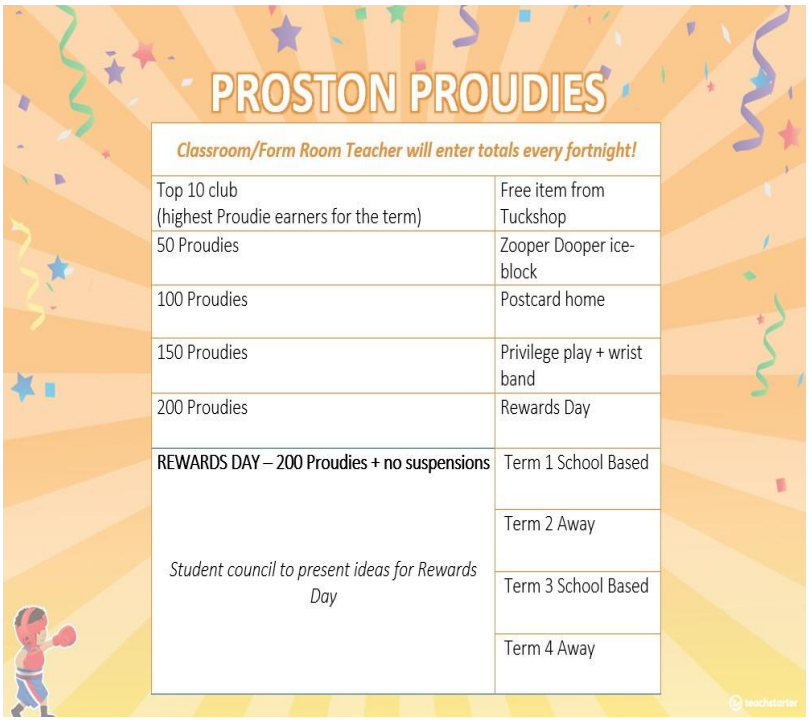
Words of encouragement & written feedback. Maintain ratio of acknowledgement to correction at 4:1. Feedback should be specific, describe the behaviour that the teacher would like to see more of, and recognise effort and success.

➢ **Proston Proudies (Rewards System)**

Students have a Proudie book given to them at the beginning of each term. Each page contains a grid for students to receive Proudies for each lesson of the day (25 per week) plus additional grids for bonus Proudies. Students will aim towards filling the grid completely by the end of each week (25 Proudies a week) to be eligible for Rewards Day and the interim rewards list as listed below. Each square needs to be signed by administering teacher/aide

Classroom/subject rewards systems are to tie in with the whole school system. For example:

- 5 stamps or tally's equals 1 square
- class chain to the ground equals 1 square for each student,
- all homework completed in one week equals 1 Proudie per student



➢ **Excursions, Camps, Rewards Day**

Criteria for special events is developed to ensure that students, families and staff are aware of the behavioural expectations that students need to be consistently demonstrating to qualify for these events. This is prepared and communicated with the students and community before the event.

- Parents are informed by the school administration team if a child is not eligible based on their one school behavioural data.
- The final decision is made by the school principal.
- Criteria is based on the school expectations.

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Active engagement

Actively engaging students results in decreases in disruptive behaviour and increased on-task behaviour. Providing students with multiple opportunities to respond is an effective way to increase active engagement and has been shown in studies to improve academic outcomes. Use of opportunities to respond includes presenting materials, asking questions, checking for understanding and other interactions with students. Teacher talk should be limited to less than 50% of the time to provide more opportunities for student interaction.

Teachers can encourage student participation and engagement by incorporating a variety of teaching methods and activities into lessons.

- Drawing on students' prior experience, and linking new content to examples from students' own experience enables all students to contribute.
- Using student names in worksheets and examples
- Teaching students to work in pairs and groups to check work, Working in pairs or groups needs to be explicitly taught however.
- Personal whiteboards or response cards

Incorporating movement breaks into the school day is another way that teachers can foster engagement. Many students need to move at regular intervals, and all students benefit from physical activity.

- Plan for a movement break at least every 20 minutes; this can be an opportunity to stretch, fetch materials or change seats and need only take a minute.
- Some students may need modified seating arrangements in order to concentrate, such as sitting on a fit ball, standing to work, or sitting on a stool at a bench.
- It can also be useful to give individual students classroom tasks which enable them to move around, such as handing out equipment or managing the light and fan switches.

Consideration of Individual Circumstances

Staff at Proston State School P-10 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. 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.

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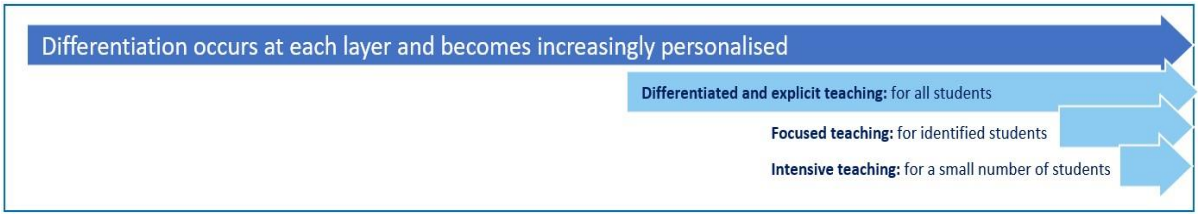
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

Differentiated and Explicit Teaching

Proston State School P-10 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 Proston State School P-10 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.



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL framework, 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.

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Proston State School P10 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.

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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 student.

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Disciplinary Consequences

The disciplinary consequences model used at Proston State School P-10 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
- Class-wide 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

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- 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.

Responding to behaviour

Students from Proston State School come from a diverse range of home environments with differing behavioural expectations and attitudes to learning. This includes students with trauma backgrounds, students from low socio-economic environments, exposure to substance abuse and domestic violence.

Students consider the school as a consistent part of their day-to-day lives and can react adversely when change does occur.

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In order to respond to the complex needs of students, strong relationship, positive reinforcement and opportunities for success are essential to managing behaviour.

When responding to problem behaviour, the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding (*see Appendix 3*).

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

Proston P-10 State School first response to managing behaviours utilizes least to most intrusive strategies. This is so it has the least impact on the learning of the other students and on the learning of the student with the inappropriate behaviour.

Providing feedback immediately when behavior is corrected is essential. It makes appropriate behaviour more likely to occur, builds student confidence, strengthens relationships with teachers and creates a positive classroom environment.

Consequences for unacceptable behaviour

Proston State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences (see Appendix 4). Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

Staff Managed Consequences

Responding to minor behaviours involves the all staff implementing a consequence that relates to the behaviour. For example; if a student continues to not work in class, he may need to work at lunch time to make up for this time. A restorative justice approach allows the teacher/aide to work with the student in the immediate aftermath in accepting responsibility for his or her behaviour and ensuring that the management of behaviour for each student is consistent.

- *If the behaviour is repetitive, its needs to be one schooled and parent/caregivers will be contacted.*

Staff Managed Consequences

- ❒Break space (outside of classroom)
- ❒Notification to parents (teacher) (text or call)
- ❒Walk and talk
- ❒Detention with teacher
- ❒Make up Work Time
- ❒Natural Consequence

Conferencing

Conferencing with a student provides an opportunity for the teacher to have a private conversation with the student concerning behaviour, academic performance, or any other concern the teacher may have. Conferences can be informal, where the teacher may quickly ask a student to step into the hallway and have a brief conversation, or they may be more formal or during lunchtime.

Implementation

How to respond	What language to use
• Verbal tone, volume, pitch, cadence • Proximity • Empathy and understanding • Patience • Calm body language • Active listening • Allow for silence	• Name the problem behaviour • State the expected behaviour that was not met • Model expected behaviour • Have student demonstrate appropriate behaviour then reinforce • Provide responses based on preplanned hierarchy.

Student Conference – 5 Questions

- ❒ Why are we having this conversation?
- ❒ Are you;
  - ▪ Being safe?
  - ▪ Being respectful?
  - ▪ Being a learner?
  - ▪ Being cooperative?
- ❒ What should you be doing?
- ❒ How will you do this?

➢ *Incidents that require a conference need to be one schooled and parent/caregivers will be contacted in the aftermath*

Office Referral

If student remains, uncompliant and the unacceptable behaviour continues, teacher/aide is required to ask the student

"Are you refusing to follow the instruction?"

Allow processing time and repeat again if student has not responded. If student answers affirmatively or provides no response, the teacher/aide will contact the administration team immediately.

Administration Staff will:

- Escort Student (if necessary) and provide processing time for student to calm and be responsive.
- Investigate the incident (looking at incident report, taking witness statements).
- Have a discussion with Student and review of recent behaviour/success (one school, subject teachers).
- Determine consequences; suspension, loss of privileges, internal withdrawal, individual contract/initiative, suspension, student support referral
- Enter administrational follow up One School and prepare necessary paperwork.
- Contact parent (Record of Contact), inform them of incident, consequences and organise appointment to discuss.
- Office to feedback to staff outcomes and seek work for student or set chores if necessary.

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Students are then placed on Discipline Improvement Plan (DIP; see Appendix 5).

The intent of the Discipline Improvement Plan is to:

- Provide support and assistance for the student to achieve improvement in the student's behaviour at school
- Clearly articulate expected behaviours
- Outline consequences for non-compliance with the Discipline Improvement Plan

The student, their parents/caregivers and the principal sign this document to indicate that they understand the conditions of re-entry to the classroom and agree to comply with it. This is affective for a full term after the date of the incident. The Principal or officer in charge will communicate with families and teachers the specific details of the student contract and the completion date.

Students who do not comply with the conditions of their Discipline Improvement Plan will face further suspensions and possible exclusions. The conditions are listed within the contract.

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 Proston State School P-10, 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 school 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 Proston State School P-10 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 reengagement in school following suspension.

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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.

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School Policies

Proston State School P-10 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:

- Emergency responses and critical incidents
- Preventing and responding to bullying
- Child Protection
- Student sexual behaviour
- Student health and wellbeing
- Student support services
- Temporary removal of student property
- Use of mobile phones and other devices by students Appropriate use of social media

Emergency responses and 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.

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

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

Basic defusing strategies

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.

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Physical Intervention

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

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

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

Students who may have been identified as requiring physical intervention (due to disables, unsafe behaviours, trauma and violence) have a signed risk management plan that specifies what physical intervention is to be implemented if needed. The school principal, apparent/caregiver and the person who will physically intervene if necessary will sign this document prior to any contact being made with a student.

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 and the underlying function of the behaviour.

Physical intervention is not to be used as a response to:

- property destruction;
- school disruption;
- refusal to comply;
- verbal threats; and
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- be reasonable in the particular circumstances;
- be in proportion to the circumstances of the incident;
- always be the minimum force needed to achieve the desired result; and
- take into account the age, stature, disability, understanding and gender of the student.

Record keeping

Each instance involving the use of physical intervention must be formally documented. The processes can be found at
http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx online.

Queensland Government

Preventing and responding to 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 Proston State School P-10 our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents. All members of the community have the right to a learning and work environment free from intimidation, humiliation and hurt. Bullying and harassment is unacceptable and students, staff and families all share a responsibility for preventing it.

This policy builds on the school's incident management flowchart. Bullying is classified as a major incident and is therefore any student who is found to be harassing another student will be immediately referred to the school principal for appropriate action.

The following strategies are key elements of our responsible behaviour plan that also assist to prevent bullying.

• Explicit teaching of positive behaviours embedded within the curriculum
• Regularly recognising and acknowledging students who demonstrate appropriate behaviours that promote and restore right relationship
• Vigilant classroom, playground and transition supervision
• Provision of safe and structured playground spaces and activities at break times

The steps for responding to a student who reports bullying are as follows (see Appendix 6):

1. Listen carefully and calmly, and document what the student tells you.

   (*Clarify if there are immediate safety risks and let the student know how you will address these).*
2. Collect additional information.
3. Inform the student what you intend to do (report to principal, inform students' family etc.)
4. Provide suggestions on what to do if the bullying occurs again. Provide support where possible to check in with the student (school chaplain, GO, student support etc.)
5. Record the incident/student contact in the school's student data management system.
6. Notify appropriate school personnel.
7. Contact the parent/guardian informing them of the incident and your course of action.
8. Make sure to follow up with students over the next weeks.

Queensland Government

Cyberbullying

Cyberbullying is treated at Proston State School P-10 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 (for students in primary year levels) or the form class teacher (for students in secondary year levels). The school principal can also be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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 Proston State School P-10 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 eSafety 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 school principal.

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).

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Child Protection

The Student Protection Procedure outlines the roles and responsibilities of employees and visitors to state schools when dealing with student protection concerns and responding when it is suspected that a student, or an unborn child, has been harmed or is at risk of harm.

Employee responsibilities, including those under the *Student protection procedure*, include;

- conferral with the principal on all suspicions of harm or risk of harm to a student, or risk of harm to an unborn child, as a matter of urgency.
- providing a written report to the principal via the OneSchool Student Protection Reporting as a matter of urgency upon forming a reasonable suspicion that:
  - student has been, or is likely to be, sexually abused, or
  - a child or unborn child may be in need of protection as a result of physical, sexual, emotional abuse or neglect (i.e. has suffered, is suffering or is at unacceptable risk of suffering significant harm, and may not have a parent able and willing to protect the child from harm).
- maintaining professional relationships with students and adhering to the *Code of Conduct for the Queensland Public Service*
- monitoring and supporting any student subjected to or at risk of harm, as appropriate.
- maintaining appropriate records
- maintaining confidentiality of information to ensure compliance with legislation and student and employee safety and privacy

Further to understanding these legislative and procedural obligations, staff are also required to read and be familiar with their obligations as outlined in the following documents:
- Code of Conduct for the Queensland Public Service (Opens in an external site) - DoE Standard of Practice to support the Code of Conduct

Student sexual behaviour

The display of sexual behaviour by students is usually a natural and healthy part of growing up and a way in which students learn about their bodies and express their sexuality.

Sexual behaviours in the normal range tend to be spontaneous, curious, lighthearted, and involve students of roughly the same age, size or developmental ability who are acting voluntarily. Sexual behaviour that is considered normal for a student's age may provide an opportunity to educate and support healthy sexuality. Students may need positive guidance about what is appropriate in the school context.
In contrast to normal sexual behaviours, problem sexual behaviours:

- are harmful, forceful, excessive, secretive, compulsive, coercive, degrading, or threatening
- involve significant age, developmental, and/or power differences between students involved
- are persistent – do not decrease after the student is told to stop
- may lead to a reasonable suspicion that a student has been harmed or is at risk of harm.

Problem sexual behaviour can be an indicator of possible sexual abuse. However, not all students who are sexually abused engage in problem sexual behaviour and not all students who engage in problem sexual behaviour have been sexually abused (see Appendix 7 for further information on what age and behaviour is appropriate Traffic Lights © True Relationships and Reproductive Health).

All sexual behaviour involving students must be taken seriously. School staff members who become aware of student sexual behaviours **must** confer with the principal and student support teacher /Guidance officer regarding the behaviour.

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Student Health & Wellbeing

This procedure focuses specifically on student mental health and social and emotional wellbeing. Proston State School P-10 currently implements the following strategies to ensure all student needs are being addressed.

- Mental health and wellbeing promotion – developing a whole school approach to promoting mental health and wellbeing, including targeted curriculum activities, to create a supportive school environment that develops and sustains all students' social and emotional capabilities and promotes positive mental health and wellbeing (*see Appendix 8*)

- Early intervention – implementing strategies that help to identify and intervene early with students who may be at increased risk of developing social and emotional issues or mental health difficulties.

- Specialised intervention and case management – intervening when students may be at significant risk of developing mental health difficulties, present with suspected mental health difficulties or are diagnosed with mental illness and require case management or specialist intervention via a clinical care provider.

Network of Student Support

Students at Proston State School P-10 are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour support by:

- Student Support Teacher
- Guidance Officer
- School Chaplain/Student welfare worker
- School Based Police Officer
- School Based Youth Health Nurse
- Advisory Visiting Staff
- PBL coach

Students have increased daily opportunities to receive positive contact with adults, additional support from check-in/check-out coaches and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the Program through academic support, adult mentoring or intensive social skills training.

Student who exhibit highly complex and challenging behaviours need a comprehensive system of support that may include:

- Managed Attendance
- Break Schedules
- Functional Behavioural Assessment
- Additional Funding Applications
- Classroom Curriculum Adjustments
- QLD Health referral for paediatrician and/or psychiatrist.

Please follow the student support referral process and discuss any students of concern with the student support teacher.

Students may be identified through our data as needing targeted or intensive behavioural support. In most cases, the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

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External support is also available from the following services. Please see the Student Support Teacher for further information

- Local Counsellors
- Kids Helpline
- Child and Youth Mental Health
- Laurel Place
- Graham House

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 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 Proston State School P-10 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 Proston State School P-10:

- 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 Proston State School P-10:

- 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 Proston State School P-10 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

Students of Proston State School P-10:

- 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 Exemplar State College 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

Digital literacy refers to the skills needed to 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.

As such, the use of mobile phones and other digital devices such as tablets and smart watches are prohibited during the school day. All students are required to hand their phones/devices to the administration upon entering the school grounds, and can collect their phones/devices at the end of the school day. Smart watches are allowed to be worn during the day and only accessed in the watch/time function. Violation of this may see the watch being temporarily removed from the student, as per the guidelines above.

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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 Proston State School P10 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 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 mobile devices
  - schools may remotely access departmentally-owned student computers or mobile 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.

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Related legislation

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

Related policies

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

PBL Expectations Matrix

Proston State School P-10

	All Areas	Classroom (incl. Specialist Lessons)	Playground / Outdoor Areas	Toilets	Buses
Be a learner	Try your best Ask for help Be a problem solver Be on time	Be prepared and ready to work Participate actively Return to class promptly		Use toilets during breaks	Follow road rules
Be Co-operative	Wait your turn Follow instructions Be honest Be a good listener	Keep your work area clean Give everyone a fair go Line up quietly for class	Follow rules of games		Sit quietly in bus lines until dismissed by the teacher Following all instructions of bus drivers
Be Safe	Use equipment appropriately Keep hands, feet and objects to yourself Stay in designated area Wear the school uniform Walk on concrete areas and around buildings Move quietly between classes Know emergency procedures	Clean up the learning area Exit and enter the room in an orderly manner Ask permission to leave your seat or the teaching area	Return equipment to its place Play school approved games Be sun safe	Use hygienic practices	Move in lines to the bus Place bags in designated spot on bus Sit in your seat while bus is moving Ask permission to leave the bus line Inform the teacher on duty if you won't be on the bus
Be Respectful	Care for yourself and others Use appropriate language and tone Be tolerant of others Care for the environment Care for school equipment Always ask to use someone else's belongings	Respect other's right to learn Hand up to speak	Eat in the eating area	Respect others privacy	Show respect and courtesy to bus drivers Sit quietly in bus seats while the bus is travelling

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BE COOPERATIVE

SUCCESS CRITERIA

- ✓ Follow adult instruction the first time it is given
- ✓ Be prepared to work with others
- ✓ Be tolerant of differences
- ✓ Keep work area clean and tidy
- ✓ Follow rules of games
- ✓ Return equipment to where it belongs when finished

BE A LEARNER

SUCCESS CRITERIA

- ✓ Participate actively
- ✓ Always attempt the task and have a go
- ✓ Be prepared
- ✓ Follow bookwork policy
- ✓ Focus on self; ignore inappropriate behaviour
- ✓ Return to class promptly

BE SAFE

SUCCESS CRITERIA

- ✓ Keep hands, feet and objects to yourself
- ✓ Move and walk quietly between buildings during class and lunch time
- ✓ Practice personal hygiene
- ✓ Sit on the chair appropriately
- ✓ Exit and enter the room in an orderly manner
- ✓ Ask permission to leave your seat or the teaching area
- ✓ Be sun safe

BE RESPECTFUL

SUCCESS CRITERIA

- ✓ Positive Interactions with everyone
- ✓ Care for the environment
- ✓ Wear the school uniform
- ✓ Respect other's right to learn; work quietly, focus on your own learning
- ✓ Help others to learn
- ✓ Raise your hand to contribute appropriately
- ✓ Eat in the eating areas
- ✓ Respect others privacy

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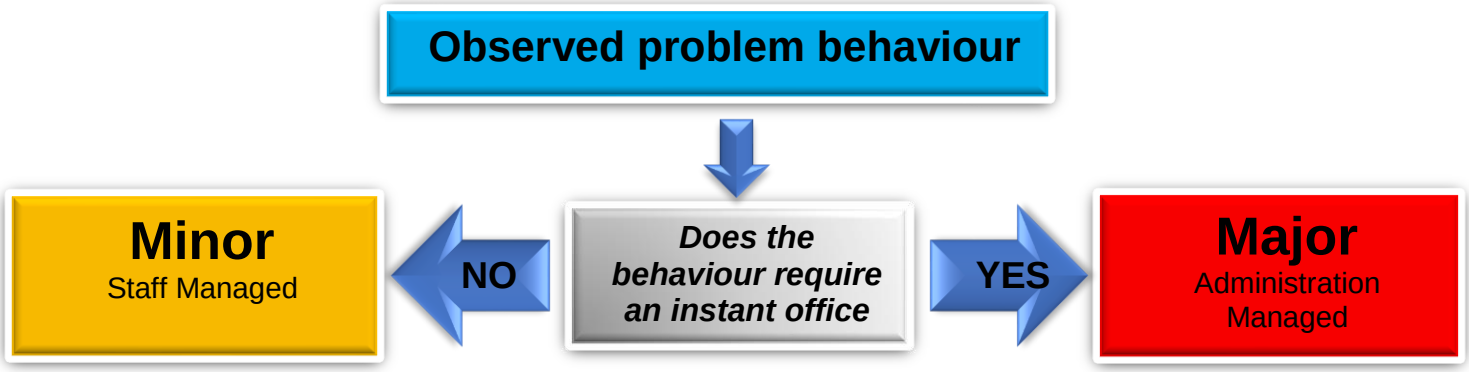
Appendix 3 Minor and Minor Behaviour Definitions



- ❒ Swearing; not directed at person
- ❒ Littering
- ❒ Failure to follow instructions
- ❒ Non-aggressive physical contact
- ❒ Being in an out-of-bounds area
- ❒ Throwing/kicking objects; not directed at a person
- ❒ Minor verbal arguments
- ❒ Teasing; single, unsustained incident
- ❒ Failure to show respect; to others and/or property
- ❒ Lateness/loitering between classes
- ❒ Refusal to complete work
- ❒ Calling out/undue noise; tapping, talking, etc.
- ❒ Eating in the classroom
- ❒ Inappropriate use of ICT's; playing games/accessing emails, etc. on computers without permission
- ❒ Leaving class without permission
- ❒ Failure to adhere to school dress code and Sun-Safe Policy; must wear a hat while outside and avoid jewellery/make-up as outlined in prospectus

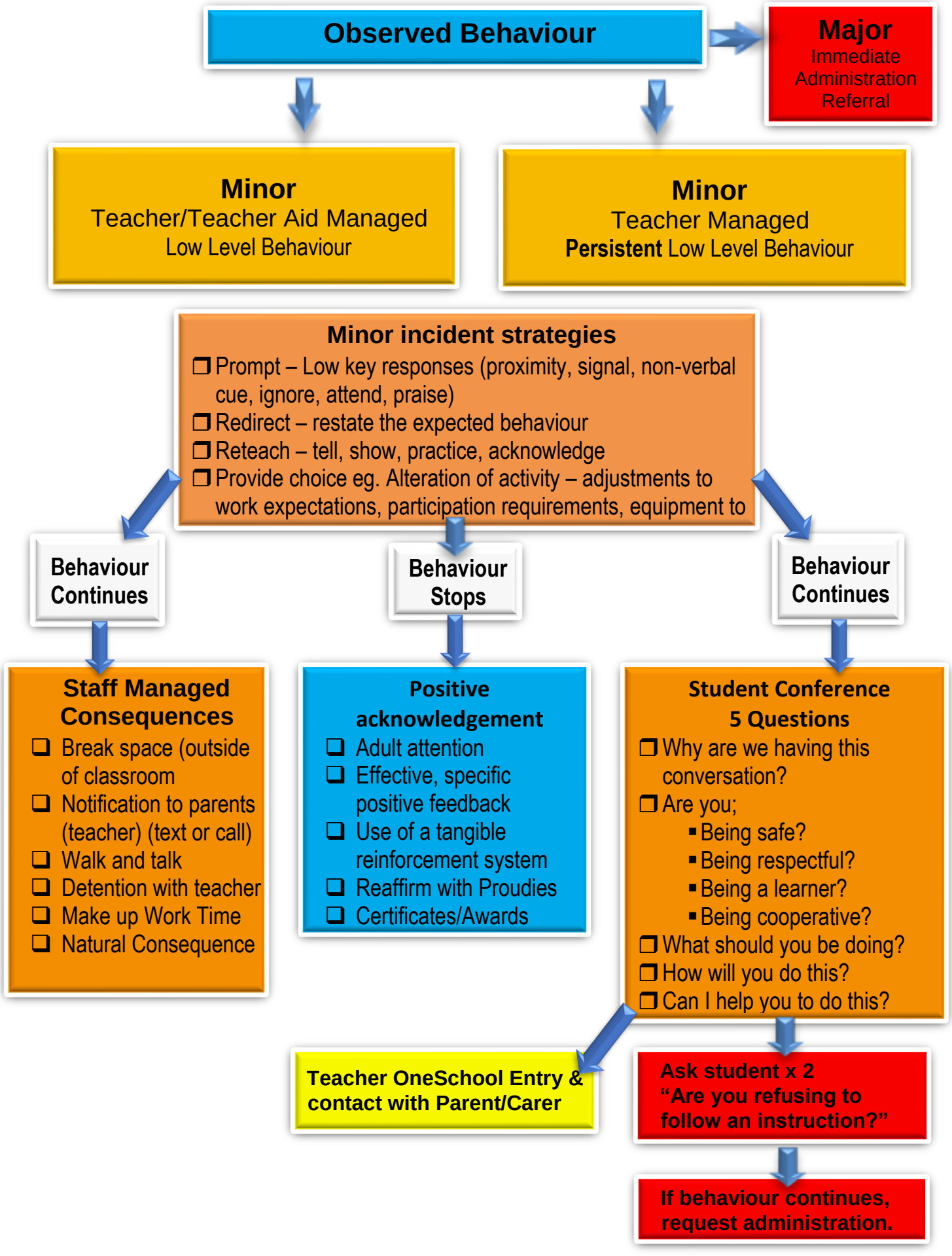
- ❒ Swearing/using derogatory language in a threatening way; directed at a person
- ❒ Sustained use of negative language directed towards a single student; bullying
- ❒ Possession or use of a prohibited item
- ❒ Aggressive physical contact
- ❒ Throwing/kicking objects; directed at a person
- ❒ Malicious vandalism/destruction of property
- ❒ Stealing/possession of stolen goods
- ❒ Major incidents of dishonesty/cheating; plagiarism, copying another student's assessment, etc.
- ❒ Truancy; student is present at school but takes lengths to avoid a specific class
- ❒ Use of ICT's with the intent to harass or victimise others
- ❒ Bystanders as enablers; inciting others

When determining consequences, individual circumstances will always be considered.

Proston State School has a zero tolerance policy on bullying.

All bullying is a Major behaviour.

Appendix 4 Behaviour Management Flowchart



Response to Behaviour in Classroom

- Signal the misbehaviour & redirect (restate using **classroom/school matrix)** *Matthew you are not move safely between buildings.*
  John you are not interacting nicely with your peers.

- Re-teach – tell, show, practise
  - *Matthew go back and show me that you can walk on the concrete*
  - *John rephrase what you just said so that you are being respectful to your peers and teachers*
  - *Kate show me where you are up to and I will help you get started*

- Provide Take up Time
  1-2 minutes to do/show/model what has been instructed

- Provide choices
  - Matthew you can do it now or alternatively you can show me during PE time when your class is swimming

- Staff Managed Consequence **(ONESCHOOL and Parent Contact if REPETATIVE)** ***Ensure that if third party harm occurs, first aid is implemented and parent contact is made either by the staff member of the office***

- If behaviour is still continual; conference with the student (in the moment/after class) **(ONESCHOOL & Parent Contact)**)
  - Tell student what behaviour they are doing that is not appropriate; "*Andrew, you are not demonstrating a commitment to learning*"

  - Ask then to self-reflect on what they need to be doing and how they can be doing this; "*you have been ask to complete the task and you have not attempted this yet have you?"*

- How will you do this; "*You will be staying in class to complete the task at lunch or talking me with during recess so that I can hear that you understand the content. How will you follow the instruction whilst we are still in class?"*

  - Ask how you can support to comply: *"what can I do to assist you to do this successfully"*

- Ask student "Are you refusing to follow the instruction?" (x2) (**ONESCHOOL**)

- Office Referral
- Escort Student (if necessary) and provide processing time for student to calm and be responsive.

- Investigation of incident (looking at incident report, taking witness statements).

- Discussion with Student and review of recent behaviour/success (one school, subject teachers).

- Determine Consequences; suspension, loss of privileges, internal withdrawal, individual contract/initiative, student support referral

- Enter Administrational Follow Up One School and Prepare necessary paperwork.

- Contact Parent (record of contact), inform about incident and consequences, and organise apporintment to discuss

- Office to feedback to staff the outcomes, and seek work for student or set chores if necessary

- Discipline Improvement Plan

Appendix 5 Example Discipline Improvement Plan

Discipline Improvement Plan for XXXX

The intent of the Discipline Improvement Plan is to:

1. Provide support and assistance for the student to achieve improvement in the student's behaviour at school
2. Clearly articulate expected behaviours
3. Outline consequences for non-compliance with the Discipline Improvement Plan

Student Problem Behaviour/Incident

- XXXX needs to follow our school rules with respect to the following: follow teacher's instructions immediately without arguing / back chatting, not engage in any verbal / physical misconduct involving students / staff and do his best every lesson.

Expected Behaviour

- You will be punctual to school and participate in all classroom learning activities every day.
- You will follow directions immediately from any staff member.
- You will use appropriate language at all times and not physically intimidate / assault anyone.
- You will do your best, every lesson, every day. Including attempting all homework and assignments.
- You will respect your own, school and other student's property.
- You will use technology appropriately and not bring a mobile to school unless it is left in the office between 9am and 3pm.
- You will treat all others with respect at all times.

Consequences for Non-compliance

- XXXX will be asked the question "Are you refusing to take part in the program of instruction?"
- If XXXX answers "no" he/she will be given a chance to settle and begin trying his/her best. If this does not happen XXXX will be asked the same question again. If he/she still does not settle and start doing his best the office will be contacted and we go to step 4.
- If XXXX answers "yes" or does not answer, the office will be contacted and we move to step 4.
- A member of the admin team will come to XXXX classroom and ask the question a third time. If he answers "no" and settles and starts doing his best – back to step 1. If he answers "yes" and does not settle, he will be asked to come to admin, Parents will be called asked to come to the school where they, the admin member and XXXX will discuss the incident and a decision made regarding consequences.
- If XXXX uses inappropriate language (including sexual) or verbally threatens anyone he will be suspended for 15 days.
- If XXXX physically threatens or assaults anyone he will be suspended for 20 days with a recommendation for exclusion from Proston State School P-10.
- If XXXX disrespects and / or damages school, his own or anyone else's property he will be suspended for 15 days.
- If XXXX refuses to take part in the program of instruction he will be suspended for 10 days.

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- If XXXX continues to repeat similar behaviours to those listed above or his behaviour is so severe and all avenues of support have been exhausted then XXXX will be suspended for 20 days with a recommendation of exclusion from Proston State School P-10.
- XXXX parents will be required to come in for each incident and if they cannot be contacted and XXXX refuses to settle, the Police will be called.
- If XXXX leaves the classroom / school, the first call will be to his parents and if they cannot be contacted, the second phone call will to the police.

School Support

- XXXX will be able to discuss issues with the teacher / teacher aide he is working with.
- XXXX will be able to access the <Principal> or <other> to discuss any issues that may arise at school.
- <guidance officer> Guidance Officer will also be available to work with XXXX when required.

Agreement

We agree to XXXX plan outlined above and understand that this plan will begin on <date> and be reviewed on <review date>.

Signatures:

Student: .....Date: ..... / ..... /.....

Parent/s: .....Date: ..... / ..... /.....

Principal:.....Date: ..... / ..... /.....

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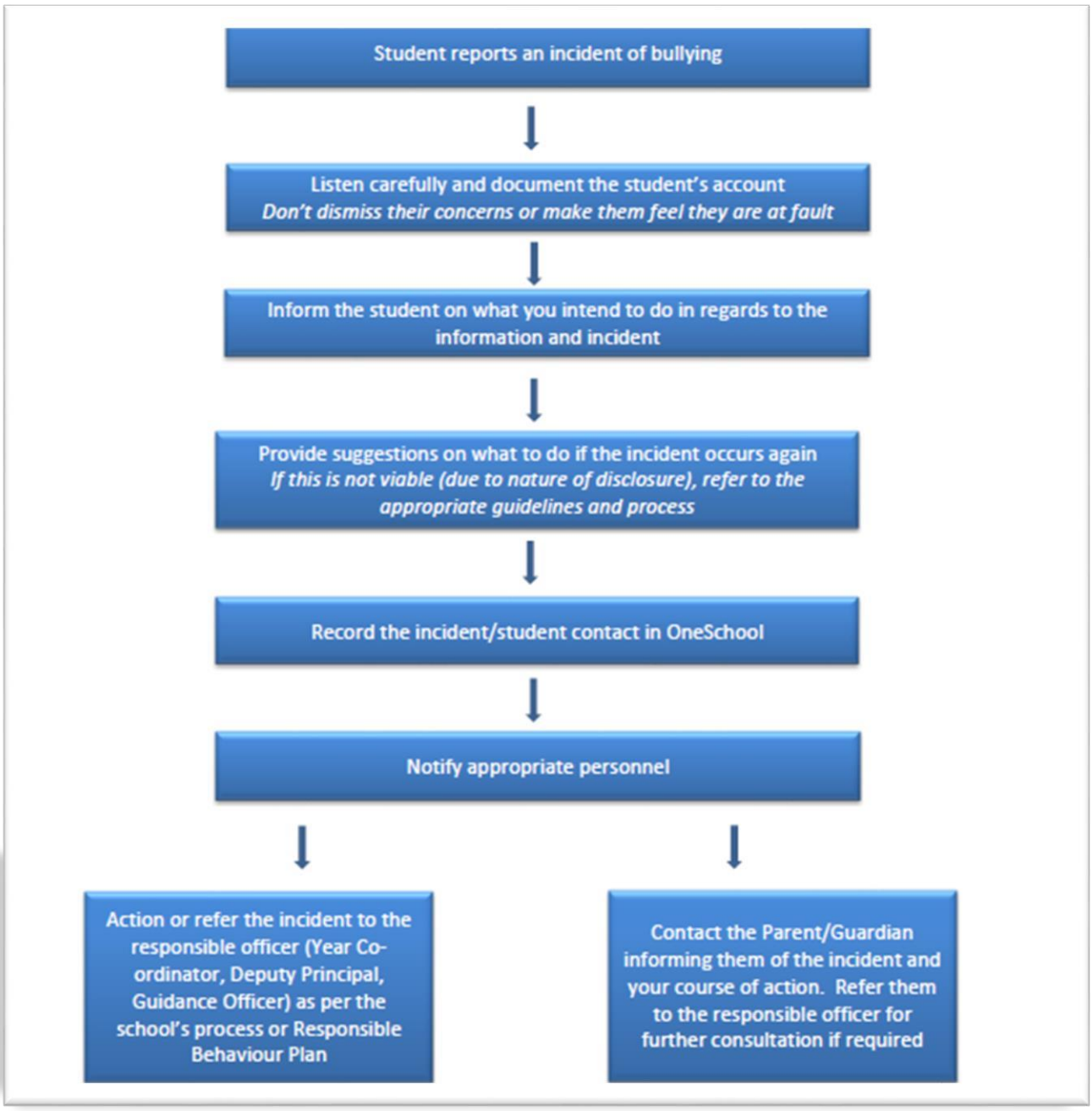
Appendix 6 Responding to Student Bullying Allegations



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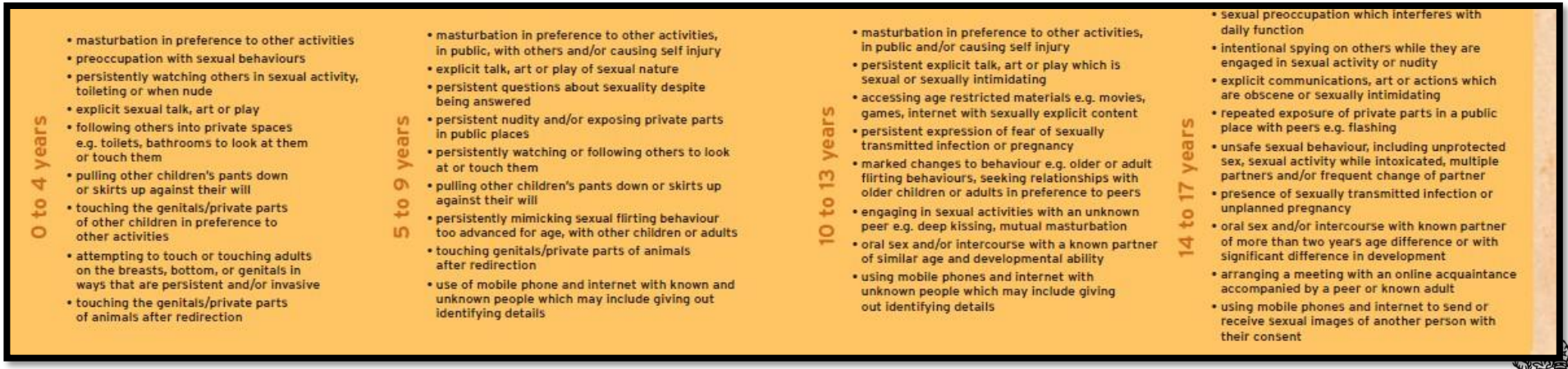
Appendix 7: Age Appropriate Sexual Behaviours (Traffic Lights © True Relationships and Reproductive Health)

***Red Behaviours*: sexual behaviours that are problematic or harmful or hurtful, secretive, compulsive, coercive or degrading signal the need to provide immediate protection and follow up support.**

***Orange Behaviours:* sexual behaviours that are outside normal behaviour in terms of persistence, frequency or inequality in age, power or ability, signal the need to monitor and provide extra support**



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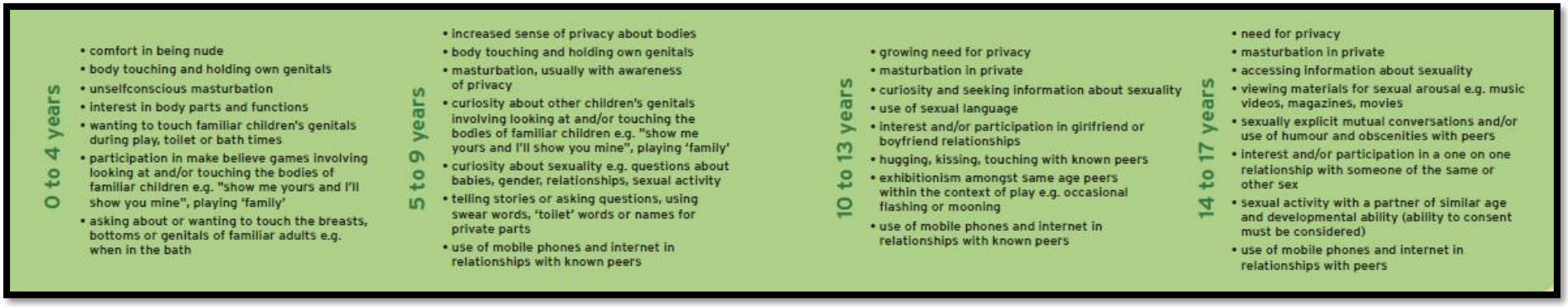
Appendix 8: Age Appropriate Sexual Behaviours (Traffic Lights © True Relationships and Reproductive Health)

Green Behaviour: **sexual behaviours that are normal, age appropriate, spontaneous, curious, mutual, light hearted and easily diverted experimentation, provide opportunities to talk, explain and support.**



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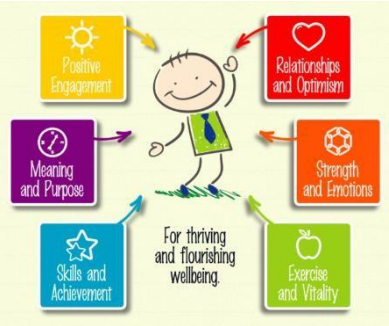
Appendix 8: Wellbeing Program & Resources

STUDENT WELLBEING PROGRAM



Student resilience and wellbeing are essential for both academic and social development, and are optimised by safe, supportive and respectful learning environments. Schools share this responsibility with the whole community.

Not only do confident and resilient children with a capacity for emotional intelligence perform better academically, these skills can also contribute to their ability to create strong social bonds and supportive communities, and to maintain healthy relationships and responsible lifestyles. Australian Student Wellbeing Framework - *Department of Education*

Source: https://www.studentwellbeinghub.edu.au/

At Proston State School P-10 we support students wellbeing by focusing on:

- the social world of self-awareness, friendships and relationships
- the digital world, where students navigate the challenges of new and emerging technologies
- The wider world, where students need skills to make informed choices on a range of complex issues

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