Currimundi State School

Student Code of Conduct

2020-2023

Every student succeeding

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

Queensland Department of Education
Uncontrolled copy. Refer to the Department of Education Policy and Procedure Register at http://ppr.det.qld.gov.au/ to ensure you have the most current version of this document.

Purpose

Currimundi State School is unique in many ways, not least for its idyllic location on the shores of the beautiful Dicky Beach on the Sunshine Coast. The school's unique coastal environment is used as a basis for building a shared vision for learning. Our school vision, "Riding the Waves to Success" sums up our belief that all students can achieve and enjoy personal success. We focus our efforts on empowering students through the promotion and development of 21st Century skills based around hope, resilience and well-being. Through this medium, linked to knowledge and skill development, we encourage our students to be creative and reflective thinkers, effective communicators, active social participants, keen investigators and problem solvers.

The Student Code of Conduct supports the provision of a safe and productive learning environment for all through creating conditions for each learner to progress towards responsible self-management, whilst learning about how and why people behave the way they do, so that students can participate positively in the school community.

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 working in a positive safe environment.

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Endorsement

Principal Name:	Jill Pass – Acting Principal
Principal Signature:	
Date:	

P/C President and-or School Council Chair Name:	Amanda Arnold (P&C Chair)
P/C President and-or School Council Chair Signature:	
Date:	

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Principal's Foreword

Riding the waves to success

The vision statement for Currimundi State School, “Riding the Waves to Success” has many meanings for the students of our school, particularly as we are situated in a unique beachside location. Our vision was created to appeal to the students by making parallels to their coastal lives.

The waves never stop rolling in to the shore. Some days they may be huge waves; other days they may be just a slight swell or a mere ripple. Just like the constancy of the waves, our vision promotes to students that learning is a continuous life long process. Sometimes learning experiences may be steep and demanding (these are the big waves), while at other times we may hardly realise that learning is taking place (these are the little ripples).

Surfers need to pick a wave to surf which has the right height, speed and intensity for the surfer’s skill level. If a beginner has to face a huge wave, they will be wiped out and they will not feel success from this experience. At our school, individual student needs are recognised and catered for. Learning activities are provided to meet the needs of students according to student abilities, preferred learning styles and interest areas.

We need to always have a go and if we make a mistake, we learn new knowledge from the mistake and we are then ready to have another go equipped with improved understanding. This verse reflects what we mean by having a go:
Don’t sit on the shoreline, feeling satisfied. Choose to catch a wave. Dare to take the ride.

Our school’s vision, “Riding the Waves to Success”, tells all students that they can all have success. That success takes many different forms and we need to value and celebrate all successes. At Currimundi Sate School, there will always be learning waves there for us to ride, we need to be confident to have go and accept that we will fall off from time to time. The lifesavers, our teachers, will make sure that the conditions are right for us to dive straight into our learning waves.

Currimundi State school staff take an educative approach to discipline, that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school’s local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

I thank the students, teachers, parents and other members of the community for their work in bringing this Code of Conduct together over the last six months. Your interest and views shared through the process of developing this document have been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

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Data Overview

The Parent, Student and Staff Satisfaction 2019 data has been interrogated in helping to shape this document. We used a variety of cources of information to help collate evidence:

The School Opinion Survey is an annual collection designed to obtain the views of parents/caregivers, students and school staff from each school on what they do well and how they can improve. Opinions on the school, student learning, and student wellbeing are sought from a parent/caregiver in all families and a sample of students from each state school.

Opinions on the school as a workplace are sought from all school staff and principals. There are additional questions for teaching staff on their confidence to teach and improve student outcomes. Principals are also asked about their confidence to lead the school and improve student outcomes.

Currimundi State School uses the departments OneSchool database as a mechanism for storing all information about a child and their registration at our school. All incidents of negative behaviour and any consequences are recorded on OneSchool – as is attedance data, positive certificates and school outcomes. Parents are able to access records held on OneSchool. Information about accessing records, reports or timetables is provided here:

https://www.qld.gov.au/education/schools/information/contact/pages/accessing.

Copies of the annual school reports can be found on the school website at the following address:

https://currimundiss.eq.edu.au/support-and-resources/forms-and-documents/annual-reports

These reports give further details about the feelings of school stakeholders and the perceptions about our school.

Parent Summary 2015 - 2019

In the parent survey, the overwhelming trend is one of support, with the vast majority of opinions in the high 90's and improving. The one area of downward trend is student behaviour and how it is dealt with. This has been a driving force in adding consistency to our Student Code of Conduct.

Student Summary 2015 – 2019

The trends for students show a fairly consistant pattern, although behaviour mangement shows a slight increase, as does the student feeling of safety and happiness at being in school.

Staff Summary 2015 – 2019

The staff feelings on behaviour management show a significant increase as does their feeling of safety and happiness at school

Staff Survey:

A staff survey in 2019 asked staff for their feedback on the working protocols associated with our Responsible Behaviour Plan. The overwhelming feeling was that behaviour systems at the school were sound – they provided a broad policy for all teachers to follow and parents had some understanding of the different levels.

There was however a strong feeling that the system could be tighter and that refinements were needed.

The main themes that emerged were:

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- Consistency required across the school from all staff.
- Refinement of the different levels and what they stand for.
- Opportunities for progression and demonstarting higher levels of behaviour and conduct.
- Greater clarity on the grey card and refelction process.
- Greater communication to and with the parent.
- Increased clarity around routes of support for those demonstrating additional behaviour needs.

These findings were taken into account in the development of the initial 2019 Responsible Behaviour Plan and developed further in the Student Code fo Conduct 2020.

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Consultation

The consultation process used to inform the development of the Currimundi State School Student Code of Conduct occurred in several phases throughout the second part of the 2019 academic year and into 2020.

In the first phase, we held a series of meetings involving the PBL team where the current process and practice was discussed and evaluated. Behaviour data was shared and discussed as well as areas for improvement. The findings of these meetings were disseminated to staff by the teaching colleagues who are a part of the committee.

In the second phase, we provided a survey to all parents/carers and staff on school culture and climate, process and policy. This included some closed questions to gather initial feelings and a request to respond to key themes about strengths and areas for further development.

A selection of students were also involved in behaviour based discussions, again focusing on the positives from our current school behaviour plan and areas where they felt improvements could be made.

A draft Code of Conduct (badged as an updated Responsible Behaviour Plan) was prepared and distributed to the PBL committee and executive group for discussion and feedback. This was also presented to the P&C at their final meeting of the 2019 academic year. A staff meeting was held to discuss the proposed changes and comments invited.

A revised Responsible Behaviour Plan was prepared for the start of the 2020 academic year to ensure that the current practice in the classroom and the school was embedded in policy. This has now been revised and amended to create the Student Code of Conduct.

Our draft Student Code of Conduct will be presented to the P&C Association in mid-2020 for full implementation in term 3 of 2020.

A communication strategy has been developed to support the implementation of the Currimundi State school Student Code of Conduct, including parent information evening, promotion through school website, and our fortnightly weekly newsletter. Any families who require assistance to access a copy of the Student Code of Conduct, including translation to a suitable language, are encouraged to contact the Principal.

Review Statement

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

Further information can be sought from the school office/Principal.

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Learning and Behaviour Statement

At Currimundi State School, our aim is to create a learning environment where every member of the school community is able to function to the best of his/her ability and feel safe and secure to support each other in "Riding the Waves to Success".

Because we focus on catering for individual differences, we realise that all children will move towards this goal at their own pace and that they will also have individual needs along the way. In line with our school vision, "Riding the Waves to Success', we recognise and value all contributions and personal successes.

The use of a non-coercive approach that builds relationships, acceptance of others and encourages self-evaluation is evident in all we do. Through the provision of quality educational experiences, our students are prepared to shape and participate in new and complex social, cultural and economic futures.

Staff and students at Currimundi State School have the right to work to their potential, free from disruption, abuse or threat in a safe and supportive environment. In line with Education Queensland's Code of School Behaviour, all members of school communities are expected to conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.

Our school rules have been agreed upon and endorsed by all staff and our school P & C Association. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour. Code of School Behaviour.pdf

The school places a high emphasis on the well-being of our students, our staff and our community, we want all people in our school to be happy, healthy and content. We also actively teach and encourage our students to be "CURRA KIDS':

We teach what it means to be a 'Curra Kid'

C	=	Caring
U	=	You the Student
R	=	Respect
R	=	Responsible
A	=	Active Learner

YOU ARE A CURRA KID

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Student Wellbeing and Support Network

Currimundi State School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or to make an appointment to meet with the Deputy Principals if they would like individual advice about accessing particular services.

Learning and well-being are inextricably linked – students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. Our school has fostered a positive school culture and is embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

Curriculum and pedagogy

At Currimundi we acknowledge the positive impact that a meaningful relationship between teacher and student can have on students' academic and social outcomes. As part of the whole school's curriculum we provide age-appropriate education and training around physical and social developments and changes they encounter during their primary school life.

School build foundations for wellbeing and lifelong learning through curriculum embedding personal and social capabilities (self-awareness, self-management, social awareness and social management) in the implementation of the P-12 curriculum, assessment and reporting framework of which we deliver the P-6 elements.

Policy and expectations

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

Specialised health needs

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

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

Medications

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

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

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

Currimundi State School implements early intervention measures where teachers and support staff are encouraged to talk with Deputy Principals and or Principal to raise any concerns involving mental health and well-being of a child. The HOSES will be involved in stakeholder discussions along with the school guidance office.

Suicide/Self harm prevention

Currimundi State School staff who notice self-harm or suicide warning signs in a student should seek help immediately from the Deputy Principal or Principal.

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

1. The student is not left along
2. Their safety and the safety of other students and staff is maintained
3. Students receive appropriate support immediately
4. Parents are advised
5. All actions are documented and reported

Suicide prevention

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

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

Student Support Network

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

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

The information in the table on the following page, highlights the support networks available and the roles that they perform within the school and the local community.

Parents/Carers who would like more information about the student support roles and responsibilities are invited to contact the relevant Deputy Principal.

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ROLE	WHAT THEY DO
Well Being Officer	• Provides individual and, at times, group support to students to assist their engagement with education • Support students to overcome barriers to education such as, but not limited to: ▪ Attendance at school ▪ Friendships ▪ Family issues ▪ Bereavement ▪ Relationships/social skills ▪ Conflict with family/peers/teachers ▪ Social/emotional/physical well-being. • Run well-being activities within and outside of the curriculum • Provide individual and family support to school families to assist in the engagement in education of their children • Provide individual and family support to school families in social or economic difficulties.
Guidance Officer	• Provides a comprehensive student support program with the school environment offering counselling with students on a one-on-one basis or in a group setting • Assists students with specific difficulties, acting as a mediator or providing information on other life skills • Liaises with parents/carer, teachers, or other external health providers as needed as part of the counselling process.
Parent Well-being group	• Volunteer group of parents with interest in student and family well-being • Meets termly with the Principal and Deputy Principal to review emerging trends in the well-being of our students and to review measured progress against reported targets.
School-Based Youth Health Nurse	• Provides individual health consultations with assessment, support, health information and referral options related to: ▪ Healthy eating and exercise ▪ Relationships ▪ Personal and family problems ▪ Feeling sad, worried and angry ▪ Sexual health • Smoking, alcohol and other drugs.
Registered Nurse	• Works with school staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs Provides assessment, health management planning, training and ongoing support and supervision for students with specialised health needs.

It is also important for students and parents/carers to understand there are regional and state wide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers.

For more information about these services and their roles, please speak with the relevant Deputy Principal or the school office.

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Whole School Approach to Discipline

We place a high emphasis in the school on establishing and developing a positive culture throughout our learning community. The first step in developing a positive culture is by staff demonstrating it in all we do. We actively communicate these standards to all students with our words and actions (see Appendix 1). At Currimundi State School we emphasise the importance of directly teaching and demonstrating to students the behaviours and expectations we want them to demonstrate at school. We emphasise and reinforce positive choices and expectations as a strategy designed to prevent problem behaviours and underpin it with a framework for responding to unacceptable behaviours.

Our whole school approach supports the provision of a safe and supportive learning environment through:

- Open communication with the school community on key strategies, including the school's Student Code of Conduct.
- Shared school values and a positive and inclusive culture that recognises the contributions of all members of the school community.
- Establishment of agreed programs and procedures that address harassment, bullying, violence and child protection that are known and understood by all members of the school community.
- Management of incidents via clear and well-understood processes, community engagement and strong relationships with relevant support specialists.
- Maintain positive behaviours through class / playground expectations and procedures.
- Modified curriculum experiences to meet individual student needs.
- Induct new staff to develop knowledge and understanding of Currimundi Student Code of Conduct through the mentor teachers.
- Talk to new students on induction about the Student Code of Conduct and how they will interact with it.
- Model and practice appropriate behaviours.

We expect that the vast majority of our students at Currimundi State School will adhere to and meet our expectations. They will choose to behave in a courteous, positive and sensible manner and demonstrate the true values of being a 'Curra Kid' (Appendix 2) Some students at Currimundi exceed our expectations and behave in an impeccable manner –for these students we have a merit level and for those demonstrating this on a consistent and outstanding basis in all they do in school, we have our behaviour excellence level.

Targeted Behaviour Support – Tier 1 Support

In most cases the challenging behaviours of students requiring targeted support may not be immediately regarded as serious, but the frequency of their behaviours may put the students' learning and social growth at risk if not supported. These behaviours may also have a detrimental effect on the learning of other students and the good order and management of the school.

Students who move into 'Tier 1 Support' require further guidance to meet the expected behaviour standards at the school. The class teacher should have already offered and discussed with the student targeted choices as well as opened dialogue with the parent / carer – not just through email. The class teacher should then gather all relevant information and discuss these concerns with the relevant sector Deputy Principal. Upon reviewing all the relevant information, a course of action is devised on how to best support the student, teacher or parent.

Intensive Behaviour Support – Tier 2 Support

Should a student move into 'Tier 2 Support', the teacher will request consent from the parent to present the student to the Currimundi State School Support Services Committee. The teacher will then complete the relevant referral and present this to the committee. The sector Deputy Principal will be able to add extra input into this meeting. Upon reviewing all the relevant information, along with all previous interventions, a course of action is devised on how to best support the student, teacher or parent.

Currimundi is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of

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support. Should a student not make appropriate choices whilst working at Tier 2 Support, the sector Deputy and School Principal will meet with parents / carers to discuss appropriate actions going forward.

Reinforcement to Encourage Appropriate Behaviour Choices

At Currimundi, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. This is done in class with the rule of the week, in parade and through our wider community messages through the newsletter. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff.
Outlined below are the proactive strategies and programs implemented to foster and promote a safe and supportive school community.

Classroom Reinforcement Schedules

In conjunction with the school-wide expectations diamond (see page 7), individual classes operate class based reinforcement and consequences to allow teaching and learning experiences to be maximised. These schedules are developed collaboratively with students to ensure expectations are clearly defined and understood. Each teacher develops and implements positive reinforcement schedules within their classroom to recognise and reward student efforts to meet and exceed whole class expectations. Reinforcement may be delivered in a variety of ways including verbal acknowledgement and praise, social interaction, parent / caregiver contact, leadership responsibilities, material rewards etc. All classroom models are based on our five point scale.

Expectation Lessons

To ensure students have the necessary knowledge and skills, lessons are delivered teaching students the expected behaviours within the school. This enables potential learning experiences to be optimal. General capabilities, including the full remit of personal and social skills are delivered as bespoke activities and fully integrated into lessons as part of the delivery of the Australian Curriculum.

Merit and Excellence Levels

We recognise at Currimundi State School that many students do not just do what is expected – they go above and beyond in their efforts, their mannerisms and their behaviours. Within the individual classrooms, we encourage teachers to formally recognise when students demonstrate positive behaviours and choices on a consistent basis. Students who achieve and remain at these levels will be recognised with certificates of achievement at the key points in each term / semester (see page 10).

Green Tickets (Appendix 3)

Green tickets are provided to class teachers. These tickets are used to reinforce positive behaviours in the classroom. When a student is given a green ticket, they write their name on the back and place it in the classroom's 'Green Ticket Lucky Draw' box. Green tickets match the wording from our whole school rules matrix. The class teacher conducts regular lucky draws and offers various prizes or ice block vouchers.

Class teachers should record the names of all students receiving a green ticket and the number of tickets they collect. Student Councillors will be attached to each class to support this process. These numbers should be presented at school council meetings each week and recorded by the School Council lead.

The whole of school green ticket reward occurs twice a year in Terms 2 and 4. The top two (2) winners from each class will receive a prize or enjoy a special lunch provided by the Currimundi Tuck Shop and attended by the Principal and/or Deputy Principal. The top five from each class will also receive a certificate of accomplishment at the end of each semester.

All students have the opportunity to win a Green ticket prize regardless of their behaviour level.

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Blue Tickets - Positive Playground Behaviour (Appendix 4)

Blue tickets are kept in playground duty folders and are allocated to students to reinforce positive behaviours exhibited during lunch and play times. When given a blue ticket, (which lists the student's name, class and the expectation that has been met), the student places their named ticket in their house box located at the Resource Centre. These are collated by the Deputy Principal, recording the names and numbers of Blue Tickets received by each student. During the weekly parade, two (2) winners are randomly drawn from the box. Each winner receives an ice block voucher and has their name published in the newsletter. At the end of each term, all students who have received a Blue Ticket are invited to a games session during one of the lunch breaks with their sector Deputy Principal.

Super Surfer Certificates (Appendix 5)

All teachers are encouraged to present general certificates for good work and good behaviour during the course of the school week. 'Super Surfer' awards are given to one child from each class on parade each week and is recorded centrally on OneSchool.

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Behaviour Support – Tiered System

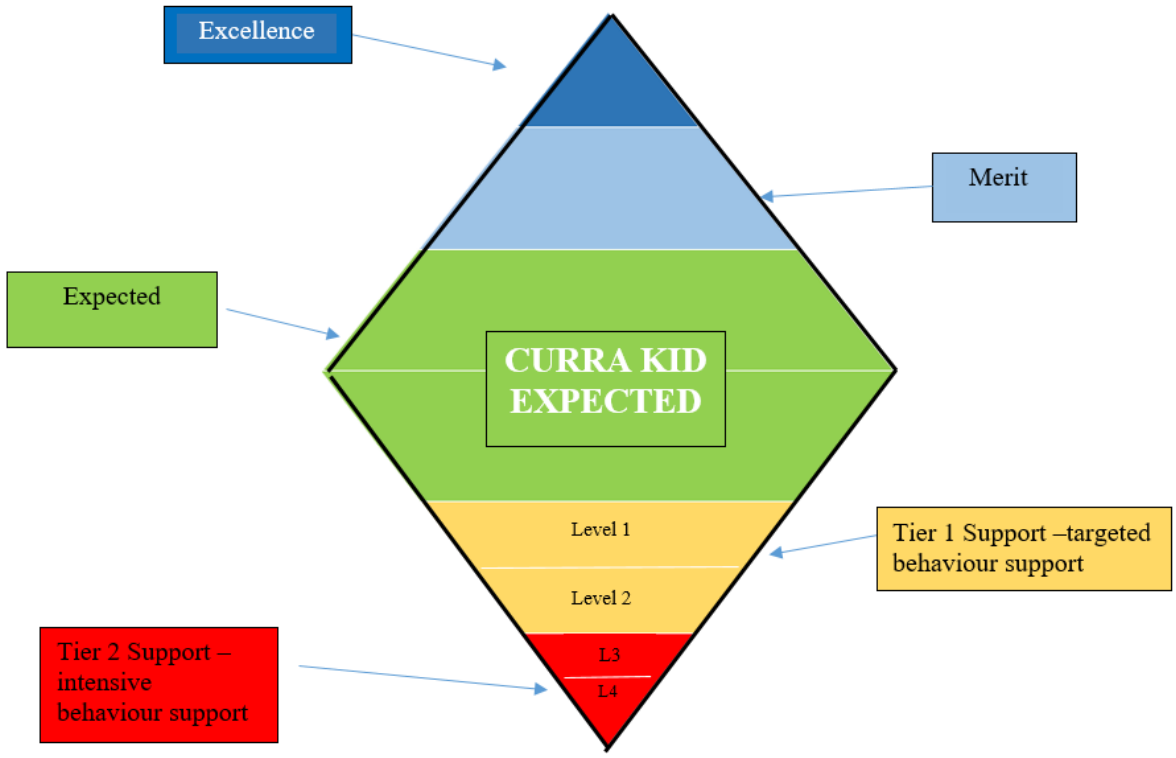
The Tiered System

The aim of the Currimundi Behaviour Support Program is to create an environment where every member of the school community is able to function to the best of his / her ability. Our tiered based system focuses on the development and maintenance of self-discipline. The system applies to all students enrolled at Currimundi State School, however adjustments are made to meet the requirements of individuals requiring targeted or intensive support. The tiered system encourages students to make positive choices and rewards those that consistently demonstrate the values and expectations that we aspire to. ***The parent / carer is a key partner in every tier of the behaviour system and it is our job as professionals to engage with parents and keep them informed and involved in this process.***

Movement between tiers and subsequent levels is outlined in the Currimundi Tiers and Levels Flow Chart (Appendix 6).

Level System Operation

- Student behaviour will fall into one of five levels with 'Expected' being the standard that we expect students to exhibit and achieve.
- Students who demonstrate above standard behaviours will climb into Merit and Excellence levels.
- Students who exhibit additional needs and who require additional guidance will be supported in Tier 1 Support or Tier 2 Support. Students at these levels will be supported by their class teacher, sector Deputy and other additional professionals as deemed necessary.



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Excellence Level .

People involved: **Student, parent, teacher and Deputy Principal**

- Student is able to manage own behaviour and makes consistent exemplary choices, over and above the expected and merit level.
- Student is rewarded in class with green tickets and contact home from the class teacher, commending their ethic and attitude.
- Student to meet with Deputy Principal and be praised for their efforts.

Outcomes:

- Students at this level will participate in the Class Reward Activity each term.
- Letter sent home by Deputy Principal if student achieves and remains at Excellent Level for a period of one calendar month
- Presentation of certificates at end of term parades for those students who have achieved Excellence level for a period of one month or more at any point in that term. (must not have been at Tier 1 or Tier 2 support that term)
- Any student who has been at 'Excellence Level' for eight weeks or more in a Semester will be invited to a lunch with the Deputy Principal / Principal
- Students applying for School Captain and Vice-Captain would be expected to have demonstrated Excellence level behaviour during their senior schooling

Merit Level .

People involved: **Student, parent and teacher**

- Student is able to manage own behaviour and makes consistent positive choices, over and above the expected level.
- Student is rewarded in class with green tickets and contact home from the class teacher, commending their ethic and attitude.

Outcomes:

- Certificate presented if student is at Merit level at end of each term (As long as they have not been in tier 1 or Tier 2 that term).
- Students at this level will participate in the Class Reward Activity each term.
- Considered for class jobs or responsibilities within the class
- Students applying for positions of Portfolio Captain or other leadership positions should be able to demonstrate they have shown merit level behaviour during their senior schooling.

Expected Level .

- **People involved:** **Student only**

- Student is able to manage own behaviour.
- Students who work, play and participate responsibly, meeting school wide expectations, remain at Expected Level.
- NOTE: (Students *must* maintain Expected Level to participate in "Surfing Excellence Programs")

Outcomes:

- Certificate presented if student has remained at Expected Level for whole of semester.
- Students at this level will participate in the Class Reward Activity each term.
- Students at this level are invited to attend any out of school trips and visits.
- Considered for class jobs or position of responsibility in upper school (*e.g.* Student Council positions)

Tier 1 Support .

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Level 1 **People involved:** **Student, parent and teacher**

Student needs teacher intervention to help manage his / her behaviour.

Possible Reasons:

- Consistent routine behaviour breaches
- 3 grey cards issued as a result of minor behaviour incidents resulting in drop from expected level to level 1
- 1 major incident resulting in reflection referral and immediate drop in level.

Outcomes:

- Parent / Carer contacted via grey card or reflection letter
- Class teacher records grey cards / reflection referral / level drop on class spreadsheet
- Class teacher to have a conversation with child and parent / carer to discuss issues / ways of support / working together

Next Steps:

- After 2 weeks, the student's behaviour is reviewed by the class teacher and if the student has corrected their behaviour choices and had no further grey cards or reflection referrals, the student will return back to expected level.
- If a student receives another grey card during this two week period, the class teacher will record it on the class spreadsheet and restart the two week choice period. Should a student receive 3 grey cards during this period, they would drop to Level 2.
- If the student received a 'reflection referral' during this 2 week period, they will drop to level 2.

Consequences:

Students at Level 1 or below (Level 2/3/4) on the day of any planned extra-curricular events are not eligible for any out of school trips. It is the responsibility of the class teacher to inform the student and their parent / carer if the student is at risk of this occurring.

*Student can attend Expected Level Reward Activity and / or any planned excursion if they make it back to Expected Level prior to the event.

**Students at level 1 or below may be eligible to attend essential curriculum related events or activities if negotiated through the Deputy or School Principal.

Level 2 **People involved:** **Student, parent, teacher and Deputy Principal**

Student needs teacher intervention to help manage his / her behaviour.

Teacher needs additional support to encourage the student to make better choices.

Possible Reasons:

- Student already at Level 1 and demonstrating consistent minor behaviour breaches
- 3 grey cards issued as a result of minor behaviour incidents resulting in drop from level 1 to level 2
- 1 major incident resulting in reflection referral and immediate drop from level 1 to level 2

Outcomes:

- Parent / Carer contacted via grey card or reflection letter
- Class teacher records grey cards / reflection referral / level drop on class spreadsheet
- Class teacher discuss with parent / carer to discuss issues / ways of support / working together
- Class teacher meet with Deputy Principal to discuss the student and agree a pathway forward.
- Student meeting with sector Deputy Principal.

Next Steps:

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- After 2 weeks, the student's behaviour is reviewed by the class teacher and if the student has corrected their behaviour choices and had no further grey cards or reflection referrals, the student will return back to Level 1.
- If a student receives another grey card during this two week period, the class teacher will record it on the class spreadsheet and restart the two week choice period. Should a student receive 3 grey cards during this period, they will drop to Level 3.
- If the student received a 'reflection referral' during this 2 week period, they will drop to level 3.

Consequences:

- Students at Level 1 or below (Level 2/3/4) on the day of any planned event are not eligible for any out of school trips. It is the responsibility of the class teacher to inform the student and their parent / carer if the student is at risk of this occurring.
- *Student can attend Expected Level Reward Activity and / or any planned excursion if they make it back to Expected Level prior to the event.
- **Students at level 1 or below may be eligible to attend essential curriculum related events or activities if negotiated through the Deputy or School Principal.

Tier 2 Support

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Level 3

People involved: **Student, teacher, parent / carer, Deputy Principal and Currimundi State School Support Services Committee**

Student needs teacher intervention to help manage his / her behaviour.
Additional support to encourage the student to make better choices from teacher, parent / carer and Deputy Principal have not yet resulted in expected behaviour being achieved.

Possible Reasons:

- Student already at Level 2 and demonstrating consistent minor behaviour breaches
- 3 grey cards issued as a result of minor behaviour incidents resulting in drop from level 2 to level 3
- 1 major incident resulting in reflection referral and immediate drop from level 2 to level 3

Outcomes:

- Parent / Carer contacted via grey card or reflection letter
- Class teacher records grey cards / reflection referral / level drop on class spreadsheet
- Class teacher to have a conversation with parent / carer to seek consent to present student to School Support Services Committee
- Class teacher completes referral form and presents student case at next available committee meeting
- Student meeting with sector Deputy Principal.

Next Steps:

- The School Support Services Committee will make recommendations for supporting the student and their family. This should be communicated to the family by the class teacher or if agreed, the Deputy Principal / nominated professional. These recommendations may involve a variety of additional support programmes and measures – see page 4 bullet points.
- After 2 weeks, the student's behaviour is reviewed by the class teacher and if the student has corrected their behaviour choices and had no further grey cards or reflection referrals, the student will return back to Level 2.
- If a student receives another grey card during this two week period, the class teacher will
- record it on the class spreadsheet and restart the two week choice period. Should a student receive 3 grey cards during this period, they will drop to Level 4.
- If the student received a 'reflection' during this 2 week period, they will drop to level 4.

Consequences:

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Any single or combination of:

- Involvement from community agencies
- Negotiated Education Plan
- Functional Behaviour Analysis
- Play Plan
- Regional Referral to the AIM Team (Assessment & Intervention Management)
- Flexible Arrangements Schedule
- 1:1 involvement from Support Network Staff
- Regular communication with parent / carer
- Education Adjustment Plan
- Time Sampling Observations
- Teacher Aide support
- Referral to the School or Regional Guidance Officer for Intensive Behaviour Support
- Alternate timetable
- Individual Behaviour Support Plan

- ***Any student getting to level 3 at any point during a term will not be allowed to represent the school in any extra-curricular activity, school visits or inter school sport activity in that term. This applies even if the student then moves back up to level 2 or level 1. This is a consequence of getting to level 3.***

Level 4

People involved: **Student with teacher, Principal, Deputy Principal and parent / carer.**

Intervention needed for student to manage his / her own behaviour.

Student is at risk of not completing their education at Currimundi State School

Student has received or is at risk of suspension from school.

Possible Reasons:

- Student already at Level 3 and demonstrating consistent minor behaviour breaches
- 3 grey cards issued as a result of minor behaviour incidents resulting in drop from level 3 to level 4
- 1 major incident resulting in reflection referral and immediate drop from level 3 to level 4

Outcomes:

- Parent / Carer contacted via grey card or reflection letter
- Class teacher records grey cards / reflection referral / level drop on class spreadsheet
- Principal to contact parent to request meeting

Next Steps:

- Principal and Deputy Principal will meet with Parent / Carer, the student and the class teacher (if possible). The Principal will chair the meeting and will hear the issues and the support that has been suggested and tried. The aim of the meeting is to agree a solution plan that the student will adhere to in order to continue their education at Currimundi State School.
- After 2 weeks, the student's behaviour is reviewed by the Deputy Principal and class teacher and if the student has corrected their behaviour choices and had no further grey cards or reflection referrals, the student will return back to Level 3.
- If a student receives another grey card during this two week period, the class teacher will record it on the class spreadsheet and restart the two week choice period. Should a student receive 3 grey cards during this period, the student will automatically be referred via the Deputy Principal to the Principal.
- If the student received a 'reflection referral' during this 2 week period, they will be referred via the Deputy Principal to the Principal.

Consequences: Any single or multiple combination of:

- Involvement from community agencies
- Regular communication with parent / carer

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- Negotiated Education Plan
- Functional Behaviour Analysis
- Lunch time activity program
- Regional Referral to the AIM Team (Assessment & Intervention Management)
- Flexible Arrangements Schedule
- 1:1 involvement from Support Network Staff
- Possible suspension
- Education Adjustment Plan
- Time Sampling Observations
- Teacher Aide support
- Regional Referral to the Guidance Officer for Intensive Behaviour Support
- Alternate timetable
- Individual Behaviour Support Plan
- Alternative schooling arrangements sought

- *Any student getting to level 4 during a semester will not be allowed on any extra-curricular activities, trips or sports for the remainder of that semester.*
- *Any student getting to level 4 at any stage of the year will not be allowed on any future off site residential activities in that academic year.*

Processes for Dealing with Unacceptable Behaviour

Currimundi State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing positive choices and expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable and consistent consequences. Our school seeks to ensure that responses to unacceptable behaviour are proportionate to the nature of the behaviour. Teachers interpret each individual student's behaviour in terms of context and expectations. The need for a safe and supportive environment, where all students can optimise learning, is the primary focus when assessing inappropriate actions.

Routine, Minor and Major Behaviours

When responding to problem behaviour the staff member first determines if the problem behaviour is routine, minor or major, with the following agreed understanding:

- **Routine** problem behaviour is handled by staff member at the time it happens. It is a behaviour where the student is reminded about the choices they are making and the student responds accordingly and appropriately. No further action is required.
- **Minor** problem behaviour is handled by staff members at the time it happens. It is expected that this will result in a grey card (See Appendix 7).
- **Major** problem behaviour incurs either a reflection referral or a suspension. It will also result in a level drop. The incident is likely to be referred to a Deputy Principal for information purposes or action if deemed necessary.

Routine behaviours are those that:

- Are a very minor breach of the classroom or school rules that a student chooses to rectify immediately. Staff would issue a verbal warning and this results in changed behaviour immediately.

Minor behaviours are those that:

- Are minor breaches of the school rules as defined in the minor behaviours table
- Consistent routine breaches of rules or expectations
- Behaviours that do not seriously harm others or cause you to suspect that the student may be harmed
- Do not violate the rights of others in any other serious way

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- Are not part of a pattern of problem behaviours
- Do not require involvement of specialist support staff or administration

Major behaviours are those that:

- Significantly violate the rights of others
- Put others / self / the school at risk of harm
- Require the involvement of, or discussion with school administration

When major behaviours occur, staff members should calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then follows the process for Reflection Room Referrals. (See Appendix 9 & 11)

The following outlines possible consequences of actions that may be implemented:

	ROUTINE BEHAVIOUR	**MINOR BEHAVIOUR**	**MAJOR BEHAVIOUR**
	• Classroom consequences • Loss of playtime for brief period • Class time out for brief period • Additional class time or missing an activity • Cleaning of work area • Walk with the duty teacher for a brief period • Clean up duty • Loss of break time • Parent / Carer contacted	• Grey Card along with: • Parent / carer contacted **May also include:** • Buddy Class • Office time out	• Reflection Room or • Suspension along with: • Parent / carer contacted • Deputy Principal involvement **May also include:** • Restorative practices • Referral to administration • Monitoring Card • Referral to school support services • Referral to regional support services • Withdrawal from school internal or external activities • Non-attendance of off campus activities.

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Examples of routine, minor and major problem behaviour (not limited to)

	ROUTINE BEHAVIOURS	MINOR BEHAVIOUR	MAJOR BEHAVIOUR
We are CARING	• Running on concrete / bitumen • Out of school uniform • Riding bikes, scooters, skateboard etc on school grounds • Swinging on building structures • Incorrect use / care of equipment • Playing non-approved school games • Out of bounds	• Repeated running on concrete / bitumen after warnings • Repeated out of school uniform • Repeated or dangerous riding bikes, scooters, skateboard etc on school grounds • Repeated or dangerous swinging on building structures • Repeated incorrect use / care of equipment • Repeated playing non-approved school games • Minor physical contact • Repeated out of bounds	• Physical assault (inc fighting) • Threatening behaviours, including but not limited to physical, verbal and psychological. • Dangerous safety breaches • Sexual assault • Substance abuse • Possession / distribution of pornographic materials. • Possession, use or sale of illegal substances / items • Persistent minor behaviour
We show RESPECT	• Bad sportsmanship • Spitting or chewing gum • Littering	• Repeated bad sportsmanship • Minor swearing • Repeated spitting or chewing gum • Repeated littering • Repeated disruption in class • Not following instructions • Property misconduct • Insolence • Minor bullying / harassment • Repeated uniform violations	• Wilful damage or misuse of property or stealing • Verbal, written or gestural obscenity • Refusal to follow adult directions • Verbal or written obscene abuse of staff • Repeated insolence • Major bully / harassment / defamation • Persistent minor behaviour
We are RESPONSIBLE	• Forgetting equipment • Untidy work areas • Mobile phone not handed in to office • Lack of care for the natural environment • Not being water wise	• Repeatedly forgetting equipment • IT misconduct • Mobile phone not handed in to the office –repeated • Misconduct involving an object • Dishonesty • Inappropriate use of toilets • Repeated lack of care for the natural environment • Repeated not being water wise	• Leaving school grounds without permission • Use of mobile phone in any part of the school for voicemail, email, text message or filming without authorisation. • Inappropriate use of technology (e.g. internet, computers)
We are ACTIVE LEARNERS	• Incomplete work (class or home) • Disorganised or late	• Repeated incomplete work (class or home) • Task refusal • Non-compliant with routine	• Continual task refusal • Repeated disruption of others' learning • Persistent minor behaviours

Grey Cards (See Appendix 8)

Grey Cards are minor warning cards. They are issued for misbehaviour in the playground / classroom that is considered to be minor or persistent breaches of routine behaviours. Parents will be informed by letter when a student receives a Grey Card by the class teacher.

- Grey cards are stored in your student's classroom behaviour records / chart.
- The children should be given these to place in their chart pocket as a sign of owning their behaviour choices.
- Parent / Carer contacted via grey card letter sent by class teacher (See Appendix 8)
- Class teacher records grey cards / reflection referral / level drop on class spreadsheet
- Class teacher sends copy of letter to administration via folder in reprographics rooms.
- Class teacher to have a conversation with parent / carer to discuss issues / ways of support / working together
- When a student receives three grey cards, a reflection referral slip and parent letter is written by the classroom teacher and the student attends reflection. The student incurs a level drop. The student should enter their new level card in their class behaviour chart.
- For each multiple of three grey cards a student receives in a term, a new reflection referral is written.
- For Prep students in Term 1, grey cards will be used as a visual cue to students as a warning to correct their behaviours. The Prep teacher will need to speak with the parent / carer about the inappropriate choice of behaviour. From term 2, the full tiered system will be used as in the rest of the school.

Reflection Referral

- The member of staff writes the Reflection Slip (Appendix 9) and passes it to the class teacher who records it on the class spreadsheet, issues the letter home (Appendix 11) and then places it in the folder in the Teacher Aide Room. Reflection slips can be issued by any member of staff at the school.
- Reflection Referral means an automatic drop in the behaviour level assigned to that child within the tiered system.
- Reflection Referral means that the student misses their play time at first lunch – this may be for 1-5 lunches depending on the incident and previous behaviours.
- Student presents him / herself at the Reflection Room promptly at 10:50am and completes a Behaviour Reflection Sheet (Appendix 12).
- Late arrival means an extra day's reflection unless agreed otherwise with the member of staff running reflection on that day.
- If the student chooses not to attend reflection, an extra day is imposed.
- If a student chooses inappropriate behaviour in the Reflection Room, extra time is imposed. In the first instance this will be an extra day given.
- Continual non-compliance in the Reflection Room, or continued non-attendance could result in a suspension.

Reflection Room

The Reflection Room is a whole school facility provided at first break each day. A member of staff, either executive or member of the behaviour Committee, is on duty in the designated room and students are required to work on a reflection sheet and develop a plan to improve their behaviour. The purpose of the Reflection Room is to provide an opportunity for students to reflect on the management of their behaviour, plan alternative ways to behave in the future and to act as a deterrent for inappropriate behaviours.

Positive Choice Tracker (See Appendix 13)

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Students who find it difficult to remind themselves about expected behaviours are assisted to remember in smaller segments of time. The Behaviour Monitoring Report is divided into the three classroom sessions of the day and two play breaks. A staff member/teacher evaluates behaviour at the end of each section of time. A member of Administration checks this each afternoon and it is taken home each evening for parents to witness and sign.

Play Plan (See Appendix 14)

Some students may be placed on a 'Play Plan' which identifies where students are to play. This will be discussed with parents / carers by the sector Deputy. Failure to adhere to the 'Play Plan' could result in a Reflection Room referral and a likely level drop.

In alignment with The Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of the school community members are considered at all times

Strategies to Deal with Unacceptable Behaviour

Teacher response:
Each classroom has an agreed Behaviour Tiered System, which reflects the whole school expectations (same number of tiers). A class chart enables students, parents and teachers to identify and monitor student progress. When a student exhibits low-level and infrequent problem behaviour, known as routine behaviours, staff should use one or more of the following strategies in the stated order:

- Rule reminder with re direction to learning
- First warning with visual display of initials / name
- Second warning giving direct choice as to behaviour expectations
- Issue consequence – as per options below:

Buddy Class:

If a student persistently chooses not to correct their behaviour to meet the classroom expectations, therefore disrupting the learning of others, the student is referred to their ***Buddy Class***. Students are exited to the Buddy Class for a period of time, determined by the class teacher. This referral will result in a grey card, be entered on the class spreadsheet and parents / carers notified by letter. Refusal to attend the Buddy Class or further inappropriate behaviour whilst at the Buddy Class will result in an immediate referral to administration. Two visits to a Buddy Class in a session may also result in a referral to administration.

Administration Referral:

When the teacher has exhausted all classroom strategies to manage the student's behaviour within the class or behaviour is of a serious nature, students will be referred to the office, via a telephone call. A child will be returned to the classroom when he/she indicates that he/she is ready to behave more reasonably and when the relevant administrator believes this to be the case. Sanctions will remain the responsibility of the class teacher unless otherwise agreed with the Deputy Principal. It would be expected that the minimum consequence of an administration referral would be at least a grey card, but could result in a reflection referral.

Individual Class Management Strategies:

A student found to consistently challenge the constraints of the classroom, may require individual management strategies. The class teacher should discuss these with the sector deputy. Strategies that may be used include, but not limited to:

- Curriculum modification.
- Individual reinforcement schedules.
- Communication book / card.
- Parent / carer communication.
- Monitoring book.

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- Referral to

It is expected that students requiring this additional support, may well be at Tier 2 of support needs and as such, should be referred to the School Support Services Committee as per the agreed procedure.

Classroom Management – Ensuring Consistent Responses to Classroom Incidents

Staff at Currimundi are encouraged to use their individual skills, expertise and imagination in developing classroom specific behaviour and reward systems. These however must fit into the whole school system of agreed classroom practice.

The overarching pedagogy is based on positive youth development – encouraging our students to make positive choices, to take responsibility for their own behaviours and receive reward and recognition when they make positive choices.

The fundamentals of classroom practice are based on the principles of 'Essential Skills for Classroom Management' (Richmond 1996, Leitch 2006) with staff also encouraged to utilise the research, findings and practice of Dr Bill Rogers. For teaching staff in the classroom there is an expectation that good teaching follows these principals. When dealing with behaviours that are not at the expected level, a three step process will be followed by all staff:

1: First Warning – Verbal or Non Verbal redirection given to student. Teacher may repeat this redirection. Student name is noted on board / chart / ladder / peg chart – this visual clue reminds the student about the consequences of their actions and reminds them to make a change.

2: Second Warning – Teacher gives the student the option to change their behaviour. There is a reminder given about the expected behaviours and possible consequences if the current behaviour does not change. Student may be moved to a different seat, given time out or additional external support could be requested. Student name is noted on the next level of the board / chart / ladder / peg chart – this visual clue reminds the student about the inappropriateness of their actions and also that the next step is a consequence.

3: Consequence – A consequence is issued to the student as the student has continued to make inappropriate choices and not met the classroom expectations. A grey card will be issued. Student name is noted on the third tier of the board / chart / ladder / peg chart – this visual clue reminds the student about the consequences of their actions and highlights they have reached the end of the classroom responses. Should poor choices continue, external support from administration will be sought and the student is likely to be removed from the lesson with additional school based consequences.

At Currimundi State School, staff members are provided with appropriate professional development and / or training to respectfully deal with inappropriate behaviours and support students to make better choices. Through training activities, we work to ensure consistent responses to challenging behaviours across the school.

Students also receive support about how to respond when other students display challenging behaviours towards them and are taught the necessary skills to meet the expectations at Currimundi State School.

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Use of School Disciplinary Absences

The use of school suspension is not an easy decision and not one that is taken lightly. Some incidents do however warrant suspension from school. These include, but are not limited to:

- Conduct of the student that is prejudicial to the good order and management of the school that may include disobedience, serious physical misconduct and serious verbal misconduct. The magnitude of seriousness will be deemed by the observing teacher and associated sector Deputy Principal I consultation with the Principal

Period of time a student can be suspended from school:

- Most incidents will be for not more than ten school days, *or*
- If the Principal is satisfied the student behaviour was so serious that the suspension should be longer than ten school days, for not more than twenty school days.

The decision to suspend is made by the Principal. An "Instrument of Authorisation for Suspension Notification" has been singed which gives permission for either of the Deputy Principals to notify parents about suspension decisions. This notification can be found in Appendix 19

Suspension from school (1 – 10 days) or (11 – 20 days)

- disobedience
- misbehaviour
- conduct that adversely affects, or is likely to adversely affect, other students (may be ground for suspension even if the conduct does not happen on school premises or during school hours)
- conduct that adversely affects, or is likely to adversely affect, the good order and management of the school (may be ground for suspension even if the conduct does not happen on school premises or during school hours)
- the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff
- the student is charged with a serious offence (refer to Flowchart: Appendix 16 Suspensions (charge-related))
- the student is charged with an offence other than a serious offence and the Principal is reasonably satisfied it would not be in the best interests of other students or of staff for the student to attend the school while the charge is pending (refer to Flowchart: Appendix 16 Suspensions (charge-related))

Notification will be made to student and parents in writing, giving full reasons for the decision relating to the selected School Disciplinary Absence and the opportunity to discuss this with an appointed staff member.

Re-entry

A planned re-entry to school is convened after enforcing a suspension to minimize recurrence of unacceptable behaviour and disruption to the student's education. Parties who may be involved in this process: *Principal, parent / carer, student, Guidance Officer, Deputy Principal, teacher and relevant support staff*.

- Re-entry interview and re-entry plan completed (See Appendix 15).
- Individual Behaviour Support Plan may be implemented or reviewed at this time
- A monitoring book may be issued to the student as a way of tracking progress
- A student will re-enter at level 3 on the behaviour system following a suspension, irrespective of their starting point.

Arrangements

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The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. 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 (see re-entry plan), 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.

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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Consideration of Individual Circumstances

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

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

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

We value and address the needs of individual students through a consultative process involving stakeholders to identify individual needs:

- District Office and Regional Personnel are consulted
- District Individual Behaviour Support Plan is drawn up
- Individual Support Plans identify behavioural needs
- Case Managed Conferences are organised
- Individual assistance is identified
- Personal Learning Plans

Disciplinary action by the school will be based upon the seriousness of:

- Its potential to impact on other students and teachers
- Its potential to disrupt learning activity
- The circumstance existing at the time of the offence/action, *i.e. context, emotional wellbeing, culture, gender, socioeconomic situation and impairment.*

Confidentiality when dealing with behaviour incidents

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.

In consideration of individual circumstances, it is important to note that while the school maintains a consistent approach towards all behaviour, there is a degree of flexibility built into the consistent responses to behaviour to allow for individual circumstances to be attended to. This flexibility is at the discretion of the Principal, or their delegate, and must be part of

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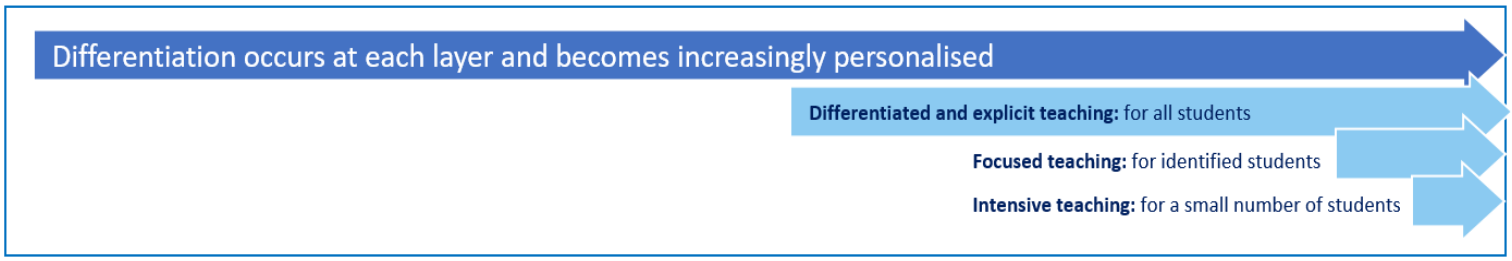
an agreed and published Individual Behaviour Support Plan (IBSP). This IBSP will fit closely to the school responsible behaviour plan, but may allow some flexibility in terms of sanctions, consequences and timescales.

Differentiated and Explicit Teaching

Currimundi State School is a safe, caring and 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 and support staff at Currimundi 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 the relationships that our staff build with our students and their families. They are grounded on previous knowledge, both from school and home, historic and current 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 our tiered system – expected for all students, focused differentiated individual support at Tier 1 and Tier 2 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Every teacher in our school uses the school expectations matrix – what it means to be a CURRA kid (See Appendix 2). Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom and around our school. These are also a focus of our parade cycle.

For those students who demonstrate the need for support at Tier 2, a committee meets to discuss the needs and routes available for support. This will often, but not exclusively, involve the direct support of the HOSES and the support team in our SURF Central support hub. In many cases, Individual Behaviour Support Plans (IBSP) will be written with the Deputy Principals to offer routes for success for the student.

Focused Teaching

Approximately 10% 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. This is coordinated through our learning support team and SURF Central staff.

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. One such initiative is the social skills program that is offered at Prep – Year 2 level and Year 3 – Year 6 level. This program works on group work, resilience, conflict resolution, problem solving, friendship skills and is based on ACARA Personal and Social Capabilities.

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Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Currimundi State School to provide focused teaching. Focused teaching is aligned to our CURRA Expectations Matrix (Appendix 2), and student progress is monitored by the classroom teacher/s to identify those who:

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

For more information about these programs, please contact Mrs Rita Jermyn, our HOSES on Tel: 5436 6888

Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will be a small percentage 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 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, in conjunction with the class teacher.

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School Policies & Procedures

Currimundi 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. The following policies have responsibilities in them for students, staff and visitors:

- Temporary removal of student property
- Use of mobile phones and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media

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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. This procedure outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property. The full procedure can be found: https://behaviour.education.qld.gov.au/procedures-guidelines-and-forms/temporary-removal-of-student-property-by-school-staff

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 delegated state school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service. Please see Appendix 18 for further guidance.

The following items are explicitly prohibited at Currimundi State School and will be removed if found in a student's possession without the consent of the parent or student:

- 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)
- cigarettes
- any form of E-Cigarette, pod vapes, vape pens, box mods or vaporizers.

* 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**).

Mobile Phones:

Students are not allowed to carry or use mobile phones at Currimundi State School. A safe, handing in process is available through the school office to all students. Should a student be seen to be carrying or using a mobile phone, the student will initially be reminded about the expectation to hand this into the office. Should a student subsequently refuse to follow this directive or be a repeat offender, state school staff will temporarily remove the phone from the student.

Should a student subsequently refuse to hand over their phone, the relevant sector Deputy Principal or Principal will contact parents and request their support and or attendance at school.

Please see Use of **Mobile Phones and other devices section** in Student Code of Conduct

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Process for temporary removal of student property:

Property may be temporarily removed from a student if the Principal or state school staff are reasonably satisfied the removal is necessary to:

- ensure compliance with the Student Code of Conduct
- preserve the caring, safe, supportive and productive learning environment of the school
- maintain and foster mutual respect among staff and students at the school
- encourage all students to take responsibility for their own behaviour and the consequences of their actions
- provide for the effective administration of matters about the students of the school.

Consequences for bringing a prohibited item into school:

There is no set discipline consequence for bringing in a prohibited item. Each case will be judged independently. Possible consequences for bringing in any of the prohibited items may include any or all of the consequences open to school staff including and not limited to reflections, suspensions or possible exclusion.

Responsibilities:

State school staff at Currimundi State School:

- do not require the student's consent to search school property such as tidy trays or desks or any other bag or equipment supplied to the student through and by the school;

The Principal or Deputy Principal:

- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife, cigarettes, any form of electronic cigarette or vape or any other item listed in the prohibited items) 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;
- may in an emergency deem it 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);
- must get 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.

Parents of students at Currimundi State School:

- ensure your children 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 Currimundi State School Student Code of Conduct
    - is illegal
    - puts the safety or wellbeing of others at risk
    - does not preserve a caring, safe, supportive or productive learning environment
    - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

Students of Currimundi State School:

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
    - is prohibited according to the Currimundi State School Code of Conduct

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- 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

Mobile phones are an integral part of modern day society and have their rightful place for many people. We recognise this at Currimundi State School, however our school is a mobile free zone for students.

To this regard, students are not permitted to carry or use mobile phones at Currimundi State School. Any student that brings a phone to school for use on the way to and from school is welcome to hand their phone into the school office for safe storage. The phone can be collected at the end of the school day. Phones should not be stored in student bags.

Students must also not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. This policy covers any electronic device not stipulated in the school book list.

Temporary Removal of Property:

Should a student be seen to be carrying or using a mobile phone, the student will initially be reminded about the expectation to hand this into the office. Should a student subsequently refuse to follow this directive or be a repeat offender, state school staff will temporarily remove the device from the student.

Should a student subsequently refuse to hand over their phone, the relevant sector Deputy Principal or Principal will contact parents and request their support and or attendance at school.

Any device that is temporarily removed will be made available for collection from the school office at the end of the school day (Please see Appendix 18 for advice about retaining item for longer) unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent. Students should come to the office to request the return of their item.

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

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

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 Currimundi State School Student Code of Conduct. In addition, students and their parents should:

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities (ICT Agreement)
- 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

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- 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.

Recording Voice and Images:

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

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

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher and it is done so on a school device.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy. A student doing this in uniform on the way to and from school may also be in breach of the Student Code of Conduct. Should this be the case, the student could face school consequences as well as possible referral to QPS.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying[1] or harassment, including racial and sexual harassment, or where without such intent, a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

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

Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion). Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to QPS.

Text Communication:

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

Recording Private Conversations and the *Invasion of Privacy Act 1971*

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971* a 'person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overhead, recorded, monitored or listened to a conversation to which he / she is not a party, to publish or communicate the substance or meaning of the conversation to others.

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

Special Circumstances Arrangement

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

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

Procedures for Preventing and Responding to Incidents of Bullying

Please refer to Appendix 17 for how staff will respond to notifications of bullying.

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Defining bullying

People are often bullied because of a perceived difference. The difference can be related to culture, gender, sexuality, mental ability or disability, religion, body size and physical appearance, age, or economical background. Bullying behaviours are also displayed when people enter into a new school, workplace, country, social group or even sporting team.

There are many ways a person can be bullied. Most definitions agree that there are five main types of bullying behaviour:

- **Physical** - hitting, kicking, taking belongings, damaging property
- **Verbal** - name calling, racist remarks, insulting, threats, nasty emails or text messages
- **Social** - spreading nasty stories, excluding from groups, ignoring
- **Psychological / emotional** - stalked, intimidated, manipulated, given dirty looks
- **Cyber** - use of text messages, websites, blogs, mobile phones, chat rooms, email or SMS to send messages or images intending to threaten, harass or humiliate their peers.

Usually bullying has common features:

- It is deliberate, hurtful behaviour.
- It is often repeated over a period of time.
- It is difficult for those being bullied to defend themselves.
- It is often difficult for those who bully to learn new social behaviours.
- The person who bullies has, and exercises power inappropriately over another.

What bullying is not:

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

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

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

3. **Single episode acts**
   Single episodes of nastiness or physical aggression are not the same as bullying. If a student is verbally abused or pushed on one occasion they are not being bullied.
   Nastiness or physical aggression that is directed towards many different students is not the same as bullying.

Defining Cyber Bullying:

- Cyber bullying is when one person is targeted by another through the use of digital technology, mobile communication devices or through the internet. This can involve students using, for example, websites, blogs, mobile phones, chat rooms, email or SMS to send messages or images intending to threaten, harass or humiliate their peers.

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- Cyber bullying usually involves systematic communication over a period of time but can involve a one-off communication such as a message containing an indication of serious intended harm or humiliation. As the bullying action is delivered via the written word or through images, the target can read or view (and therefore by affected by) the same action repeatedly over time.

As inappropriate use of technology can have detrimental effects for all parties involved. The use of personal technology devices at Currimundi State School is clearly defined in this Code of Conduct in the section – Use of Mobile Phones and other Devices.

Bullying – Identify, Cope, Prevent (RIC Publications)

The teaching resource can be used to support the focus. The program is also revisited throughout the year if required.
'This series provides developmental activities to promote positive attitudes in students, forestalling the development of injurious, bullying behaviour.'

The main focus areas of the series:

- What is bullying?
- Why do people bully?
- How does bullying make you feel?
- What can you do?

The series provides teacher information, discussion points and reproducible lesson activities across the lower, middle and upper sections of the school.

Cyber Bullying – Unit of Work
As cyber bullying is a contemporary phenomenon that can have serious repercussions for school-aged young people, Currimundi State School teachers can use lessons that have been developed from the resources from

Cybersmart website - http://www.esafety.gov.au

Developed by the Australian Communications and Media Authority, Cybersmart is part of the Australian Government's cyber safety program.

*'Cybersmart provides activities, resources and practical advice to help **young kids, kids, teens** and **parents** safely enjoy the online word.'*

Parade Focus

During the anti-bullying focus, a parade address will reiterate the anti-bullying message. This is also an opportunity to share concerns and ensure students understand the anti-bullying expectations as well as the consequences accompanying bullying or inappropriate behaviours.

School Newsletter

During the designated focused teaching time, parent information tips, helpful websites and school news relating to bullying is published in the school newsletter.

Reporting Bullying

Students are actively encouraged to report any incidents of bullying that they are subject to or that they overhear to any member of staff. They should also report any negative feelings they are encountering. The most likely source of help is the class teacher, the class aide, sector Deputy Principal, well-being officer or any other member of staff that they see and feel confident with. They can also report via a link on our website, "Ask for Help" if they or their parents have the necessary skills and access to the internet. These referrals go straight the Deputy Principals.

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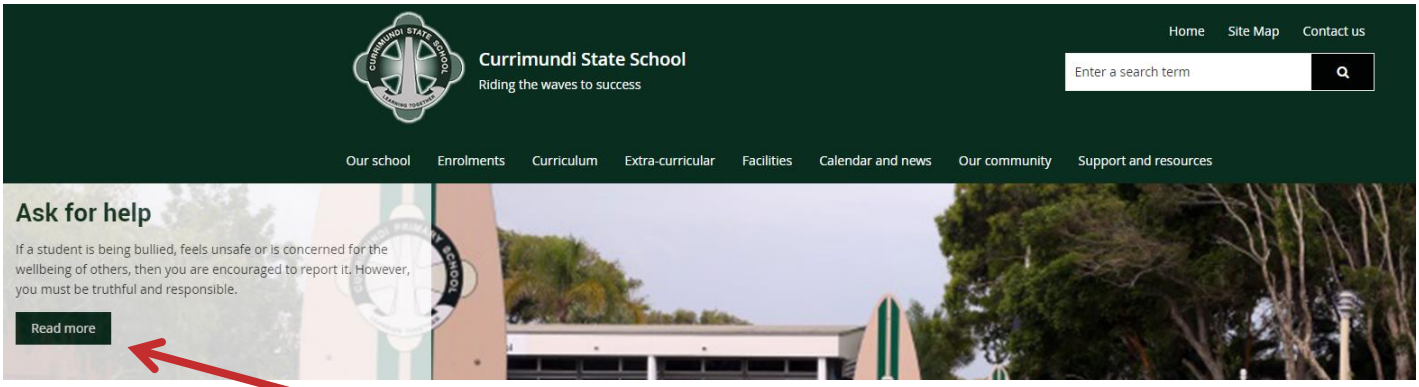

Press here to submit details and request help.

Responding to Bullying

We recognise the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying. School staff will support the child and follow the procedures identified in Appendix 17 to rectify any issues.

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 Currimundi State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes and not limited to restorative discussions, 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.

Preventing of bullying and educating

Network for Student Support:

At Currimundi we work hard to develop a positive, caring environment within our school. We have high expectations that students come to school in a safe, secure and well-mannered setting and that they are confident in talking to our staff about any issues they may be facing. Students are actively encouraged to report any negative feelings they are encountering. The most likely source of help is the class teacher, the class aide, sector Deputy Principal, well-being officer or any other member of staff that the child sees and feels confident with. They can also report via a link on our website, "Ask for Help" if they or their parents have access to the internet. These referrals go straight the Deputy Principals.

Other forms of support are explicitly taught through the curriculum:

CURRA Kids Stand Tall Program

The strategy is taught school wide at the beginning of each year and is constantly reinforced throughout the year.

The Stand Tall Program is a strategic way to deal with bullying. Students are taught the processes and are given practical examples of its application. Lessons may include role plays, modelling and scenario discussions. Middle and upper school students are introduced to the concepts passive, assertive and aggressive responses.

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The CURRA Kids Stand Tall Program consists of three steps:

- TALK — Friendly "I" message
  Firm "I" message
  Stop or I will report
- WALK — Walk away
- SQUAWK — Report to the teacher / staff

Educative Approach

Currimundi State School implements a whole school anti-bullying program, teaching students the knowledge and skills to enable them to confidently deal with situations where they may encounter bullying, including cyber bullying, behaviours. As well as undertaking lessons to know what bullying is and how, as individuals, they may respond, students are encouraged to report bullying.

To prevent or minimise the impact of cyber bullying, Currimundi State School has adopted a proactive approach to educate parents and students with the necessary skills and awareness to communicate responsibility via digital technology.

An educative approach addresses the following aspects:

- Increasing empathy by teaching students that the perceived anonymity of the online world does not reduce the harm that can be caused.
- Encouraging supportive bystander involvement amongst peer groups.
- Awareness and understanding that digital footprints provide data and evidence to track those who offend/
- Understanding the legal ramifications (Section 474 of the Criminal Code Act 1995).

Off campus incidents may be addressed by the school, if they have impact on a student (in their role as a student) or if they adversely affect the safety and / or wellbeing of a student whilst they are at the school.

It is important to remember that the **Student Protection Policy SMS-PR-012** requires Currimundi State School to report student harm caused by the actions of another student, including criminal offences, directly to the Queensland Police Service.

The teaching program outlined in Currimundi Anti-Bullying Program is a proactive approach designed to educate students with preventative and responsive strategies.

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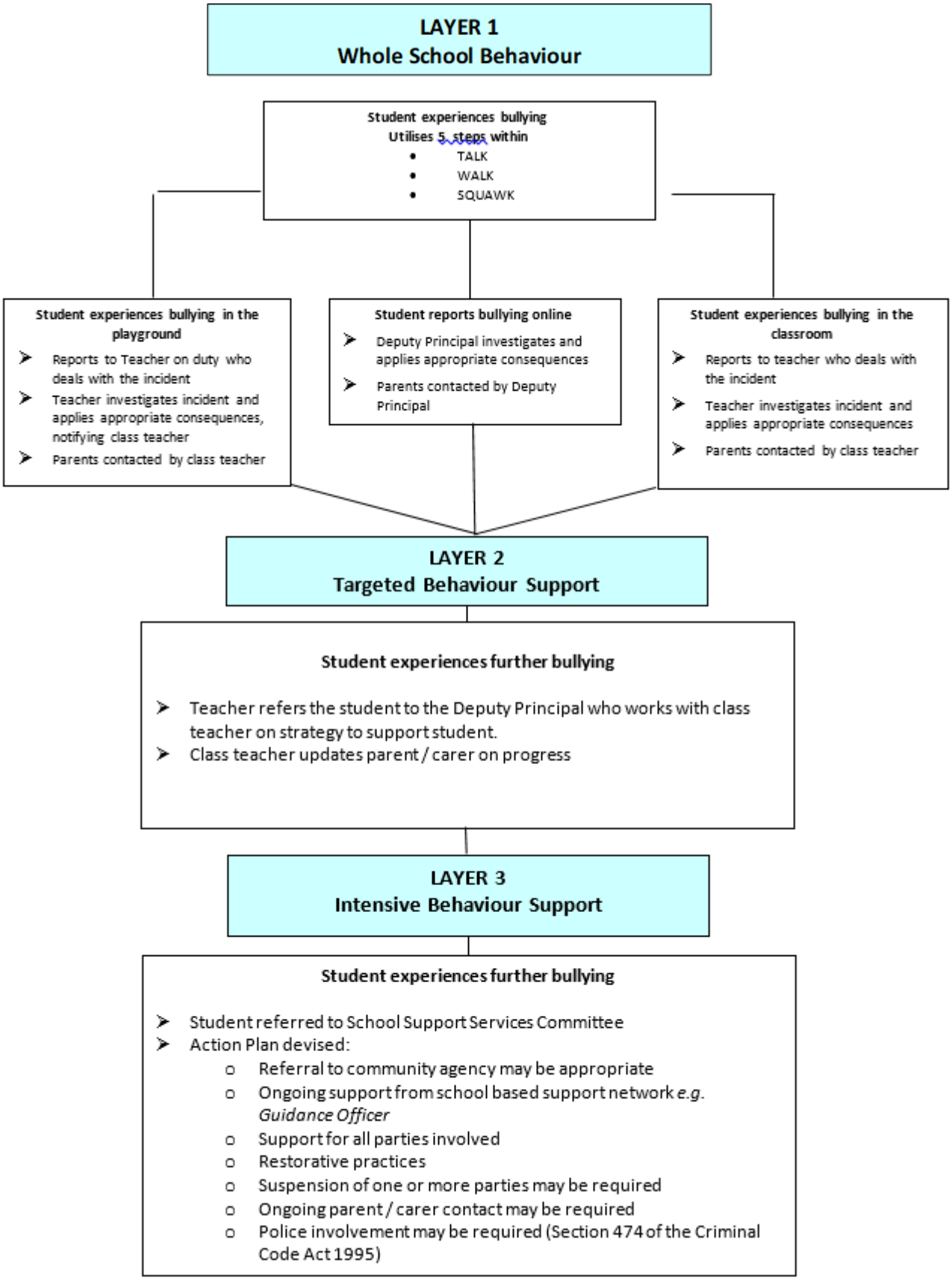
Responding to Bullying - Procedural Flowchart for dealing with incidences of bullying

Bullying is a form of aggressive behaviour which is usually hurtful, deliberate, persistent and repeated.



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

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

If a student has a knife a school, they can expect serious consequences, such as suspension.

What kinds of knife are banned?

- No knives of any type are allowed at school 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.
- Currimundi State School can take tough action against a student who brings a knife to school.
- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences, e.g. suspension
- School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
- If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the principal and given to the police.

How can parents help to keep Currimundi State School safe?

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children's lunch boxes, pencil cases or craft kits.

Network of student support

Students at Currimundi State School are supported through positive acknowledgement and a system of universal, targeted and intensive behaviour supports by:

- Parents
- Teachers
- Administration Staff
- Behaviour Support Consultant
- Senior Guidance Officer
- Student Support Services Committee
- HOSES
- Family Doorways (Salvation Army)
- Advisory Visiting Teachers
- School Chaplain

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

- Disability Services Queensland
- Queensland Health
- Police
- EVOLVE Therapeutic Services
- Laurel House
- Link in Assoc
- Integrated Family & Youth Services
- Child and Youth Mental Health
- Department of Communities (Child Safety)
- Local Council
- AIM Team
- Lifeline
- Juvenile Justice

Complaints about bullying

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If after speaking with the class teacher you are not happy with how a situation has been resolved, please contact the relevant sector Deputy Principal via the school office or direct through email.

Should the complaint already be with the Deputy Principal and parents / carers are not happy with how the situation has been handled, please contact the School Principal.

If after the school has exhausted efforts to solve any underlying issues parents / carers are still unhappy – please refer your complaint to Regional Office.

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Appropriate use of social media

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

At Currimundi State School we are aware that the majority of our younger students will not have access to mobile devices and almost all should not have access to social media platforms due to age restraints. Some students do however have access and this guide is aimed at them and their parents / carers.

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

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

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

Is it appropriate to comment on 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 yourself (student) or your children (parent/carer), be mindful of who might be in the background. You might be happy to share your own or 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.

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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Cyberbullying - response flowchart for state school staff

How to manage online incidents that impact your school

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

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

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

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

YES OR NO

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

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

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

Inform the student's parent/s (and student if appropriate) of their options:
1. Report the incident to an external agency such as police, Office of the eSafety Commissioner or the Australian Cybercrime Online Reporting Network.
2. Report the online content/behaviour using the online tools provided by the website or app.

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

YES

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

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

NO

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

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

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

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

OR

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

6. Student welfare
Regardless of whether or not the cyberbullying is a matter that must be dealt with by the school Principal as a disciplinary matter or by alternative means (see 5 above), Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

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

Further information can be found: https://www.qld.gov.au/education/schools/health/bullying

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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 Department of Education's Restrictive practices procedure (Version 1.0 23/01/2020) is written with consideration for the protection of everyone's human rights, health, safety and welfare. The full procedure can be found: https://behaviour.education.qld.gov.au/procedures-guidelines-and-forms/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.

Guiding principles

State school staff have a non-delegable duty of care to take reasonable action to prevent the risk of foreseeable harm to students, themselves and other persons. Generally, the restrictive practices permitted under this procedure must only be used where:

- the restrictive practice is reasonable in all the circumstances, and
- there is no less restrictive measure available to respond to the behaviour in the circumstances.

Restrictive practices

Restrictive practices are the use of interventions or strategies that have the effect of restricting the rights or freedom of movement of a student. Restrictive practices include:

- seclusion
- physical restraint
- containment
- mechanical restraint*
- chemical restraint*
- clinical holding*

* At Currimundi State School, restrictive practices 'd, e and f' (from restrictive practices list above) will not be used unless part of an approved, signed and appropriately agreed plan of action for that individual student. This would need approval from the parents / carer, appropriately qualified heath professional, Principal and the Department of Education.

Use of seclusion and physical restraint

State school staff may only use seclusion or physical restraint where:

- the student is behaving in a way that poses an immediate foreseeable risk of harm to themselves or others
- the seclusion or physical restraint is reasonable in all the circumstances as a response to the student's behaviour, and
- there is no less restrictive measure available to respond to the student's behaviour in the circumstances.

For the use of a seclusion or physical restraint to be "reasonable", the seclusion or physical restraint must be:

- proportionate to the risk of harm
- discontinued once the risk of harm has dissipated, and
- respectful of the student's dignity.

Examples of physical restraint that might be "reasonable" in the circumstances would be:

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- using manual guidance to prevent a student running onto a busy road
- holding a student to prevent them physically attacking someone, or
- holding a student's hand to prevent repetitive, serious self-injurious behaviour.

State school staff must not use seclusion and physical restraint as a behaviour management technique, for convenience, as retaliation, or to discipline or punish a student. For example, seclusion and physical restraint should not be used to respond to:

- a student's refusal to comply with a direction, unless that refusal to comply creates an imminent risk to the safety of the student or another person
- a student leaving the classroom/school without permission, unless the leaving of the classroom or school causes foreseeable risk to the safety of the student or another person
- verbal threats of harm from a student, except where there is a reasonable belief that the threat will be carried out immediately, and
- property destruction caused by the student unless the property destruction is placing any person at a risk of harm.

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.

Only in rare circumstances 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**.

Following the use of any restrictive practice, the member of staff involved in the incident must notify the Principal or their delegate (Deputy or HOSES) immediately and record the incident on OneSchool within 24 hours. In the case of seclusion or unplanned physical restraint, a focused review must be conducted that will help staff to understand how they responded to the risk in any incident that involved the use of a restrictive practice. Staff will consider whether there are other options for managing a similar situation in the future. This strategy works well for reducing the use of restrictive practices.

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

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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.

Always notify another member of staff that you are dealing with an emergency or critical incident – this can be done in person, via telephone or by sending another student as a runner.

Basic defusing strategies:

Avoid escalating the problem behaviour

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

Maintain calmness, respect and detachment

Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.

Approach the student in a non-threatening manner

Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with agenda, acknowledge cooperation, withdraw if the situation escalates.

Follow through

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

Debrief

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

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Physical Intervention:

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

- Physically assaulting another student or staff member
- Posing an immediate danger to him/herself or to others

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

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand / arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

- Physical intervention cannot be used as a form of punishment
- Physical intervention must not be used when a less severe response can effectively resolve the situation
- The underlying function of the behaviour

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

- Property destruction
- School disruption
- Refusal to comply
- Verbal threats
- Leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- Be reasonable in the particular circumstances
- Be in proportion to the circumstances of the incident
- Always be a 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 following records must be maintained.

- Health and Safety Incident Record

OfflineHealthAndSafetyIncidentForm.doc

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Related Procedures and Guidelines

These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with students wellbeing, behaviour and learning. *This may include reference to* but not limited to the following:

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

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Resources

This section has links to government resources and support that may assist staff, students and parents in the area of student behaviour or wellbeing.

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

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Complaints

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

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

As a complainant, it is your responsibility to:

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

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

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

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

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

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

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

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

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

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

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