Acacia Ridge State School

Student Code of Conduct 2020-2023

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2019-2023

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Endorsement

Principal Name: Michael Lobb
Principal Signature:
Date:
P/C President:
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Purpose

Acacia Ridge State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

Acacia Ridge State School's Student Code of Conduct is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

Our School Vision

We create strong community relationships, culturally safe environments which lead to positive student achievement and foster new educational innovations to empower and equip learners to lead us into a bright future

As a PBL school, Acacia Ridge State School is committed to:

- ✓ Respectful learning environments
- ✓ Inspiring lifelong learning
- ✓ Supportive and balanced communities
- ✓ Effort towards academic excellence through high expectations

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Principal's Foreword

Introduction

Acacia Ridge State School, a place that focuses on improving the outcomes for all our students so that they can 'Strive to excel'. We believe education is a shared community responsibility and embrace cultural diversity, values and inclusivity. Acacia Ridge State School recognises the need for genuine partnerships to exist between home and school. Children will always thrive when the school and home are working together as a team, toward common goals. We are committed to building positive partnerships with our school community to provide the best possible outcomes for our students in a supportive, safe and positive school environment.

We trust that a child's education at Acacia Ridge will be a rewarding and meaningful experience and one that is built on a shared commitment to your child learning to be the best that they can be.

Acacia Ridge State School 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. 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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Learning and Behaviour Statement

All areas of Acacia Ridge State School are teaching and learning environments. We consider the Student Code of Conduct to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs.

Our Student Code of Conduct outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Acacia Ridge State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

A major part of the teacher's role is to ensure that children will learn and develop within their school environment without disruptive behaviour hindering their success and enjoyment of learning. It is also expected that students will respect the teachers' fundamental right to teach without disruptive behaviours hindering his/her success and enjoyment of teaching.

We acknowledge that if students are to become productive members of society; teachers need to help them to develop responsibility for their actions. This will be achieved by clearly identifying school expectations and defining clear consequences for unacceptable behaviour.

Acacia Ridge State School has and continues to be involved in **Positive Behaviour for Learning (PBL)**. Schoolwide Positive Behaviour Support is a structured, long-term whole school process which guides schools to develop systems that clearly define and teach appropriate behaviours. PBL also guides schools to develop processes for positively reinforcing students and systems of support for students. The PBL process began for us in 2013.

Mission Statement

To promote and maintain a safe, respectful and orderly learning environment for all students and staff. To provide all students with an opportunity to acquire the knowledge, skills and values to continue their education, and to be respectful, active citizens who serve and positively contribute to the community.

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We have a school-based PBL team, whose role is to use behaviour data to make informed decisions around the improvement of student behaviour across the whole school and encourage the consistent approach to teaching positive behaviour and responding to inappropriate behaviour, with the whole staff

Our school community has identified the following expectations to teach and promote our high standards of responsible behaviour:

- I am Safe
- I am Respectful
- I am a Learner

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

The basis for Acacia Ridge State School's Student Code of Conduct is that all students need and will be explicitly taught the behaviours that are expected of them at our school. This is achieved through a universal and whole school process of behaviour instruction and support.

There are three levels of school-wide positive behaviour support to teach appropriate behaviour, positively reinforce responsible behaviour and respond to unacceptable behaviour:

1. WHOLE SCHOOL/UNIVERSAL BEHAVIOUR SUPPORT

a. Teaching and reinforcing responsible and positive behaviour expectations to all students
b. Processes for responding to inappropriate behaviour

2. TARGETED BEHAVIOUR SUPPORT

a. Targeted intervention strategies and processes for groups of students who require more support

3. INTENSIVE BEHAVIOUR SUPPORT

a. Strategies and processes for those students who require a more intensive and individualised program of support

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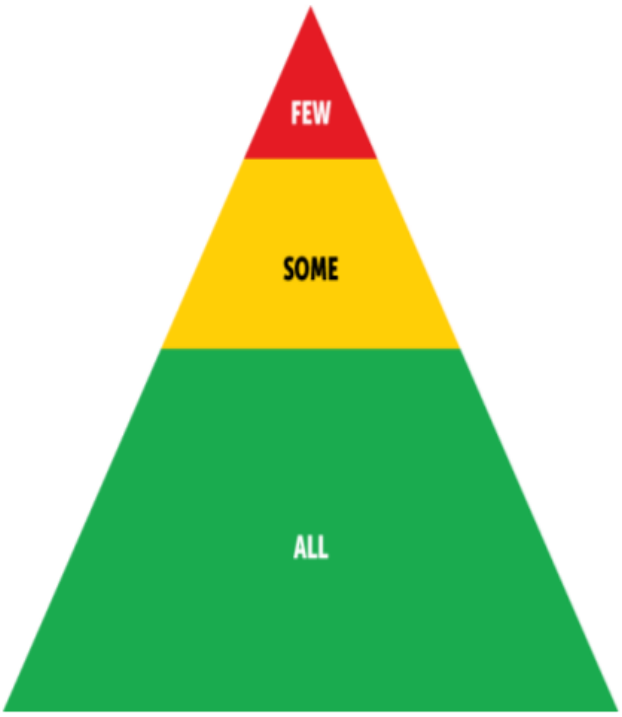

Tier Three

-Comprehensive functional behaviour assessment and individual behaviour plans
- Intensive academic support
- Parent participation and collaboration
- Interagency collaboration
- Possible referral- Cluster support programs

Tier Two

-Targeted social skills training
-Simple Functional Behaviour Assessment
-Increased academic support
- PBL classroom management
- School-based mentors

Tier One

-Teach school-wide positive behaviour expectations and routines
-School-wide positive reinforcement system
- Consistent consequences for problem behaviour
-Active supervision of non-classroom areas
-Effective instruction and classroom management
-Simple Functional Behaviour Assessment or Classroom Profiling
-Coaching for staff

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Consideration of Individual Circumstances

Acacia Ridge State School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school. Positive Behaviour for Learning (PBL) is a whole-school framework which promotes positive behaviour across a school by creating safe and supportive learning environment. As a whole school approach members of staff and community collaborate and work together to establish similar and clear behaviour expectations. Student behaviour improves when students know what is expected of them.

PBL is an evidence-based framework used to:

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

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

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

There are a number of components to PBL including setting high expectations for behaviour, actively teaching behaviour and acknowledging and rewarding good behaviour.

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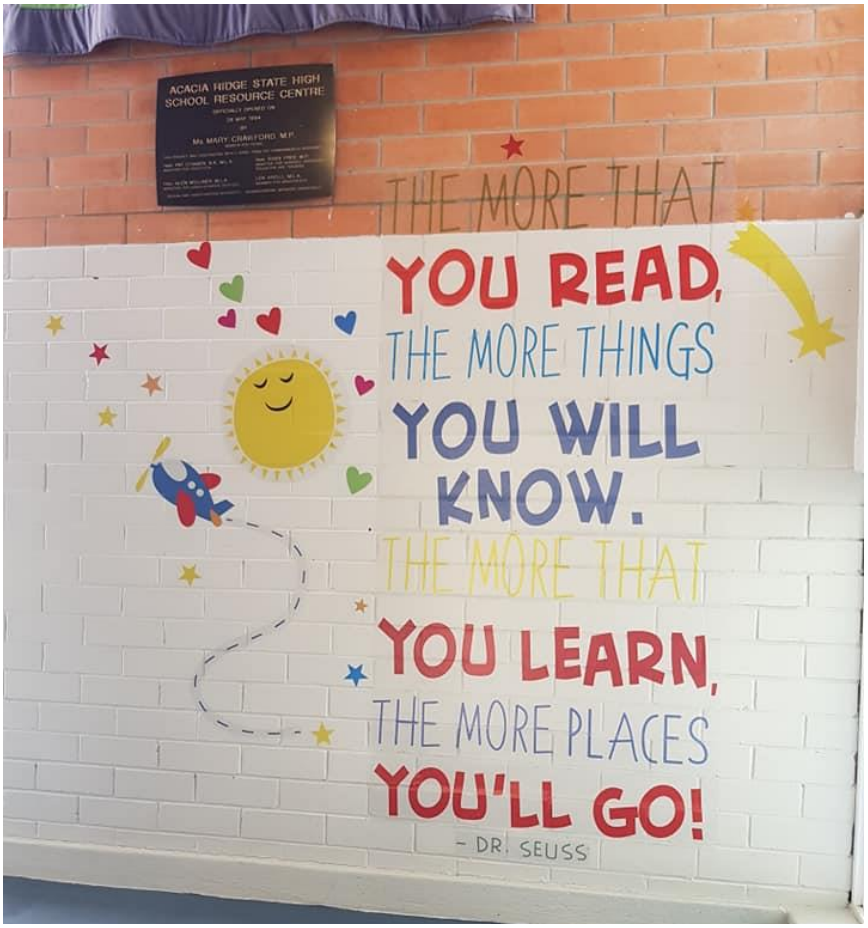
Student Wellbeing and Support Network

Acacia Ridge 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 make an appointment to meet with the guidance officer if they would like individual advice about accessing particular services.

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



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Whole School Approach to Discipline

PBL Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same Positive Behaviour for Learning (PBL) expectations in place for students.

Students
Below are examples of what these PBL expectations look like for students across the school. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Acacia Ridge State School.

Acacia Ridge State School Expectations

ACACIA RIDGE STATE SCHOOL – EXPECTATION MATRIX

	All Settings	Learning Space	Playground	Parade	Tuckshop	Toilets/Dressing Shed	Moving Around the School
RESPECTFUL	• Listen and follow instructions the first time • Encourage others • Use respectful and polite language • Participate	• Listen and follow instructions the first time • Use respectful and polite language • Participate	• Listen and follow instructions the first time • Use respectful and polite language • Participate • Keep the school clean	• Respectful applause (1,2,3,4,5) • Whole body listening	• Line up • Use respectful and polite language • Listen and follow instructions the first time	• Use, Flush, Wash, Leave • Respect the privacy of others • Keep the toilets and dressing shed clean • Quiet	• Quiet • Keep hands, body and objects to self • Walk
SAFE	• Keep hands, body and objects to self • Right place, right time • Use equipment as intended • Use the High 5	• Keep hands, body and objects to self • Use equipment as intended • Walk	• Walk • Keep hands, body and objects to self • Wear a wide-brimmed hat • Right place, right time • Use equipment as intended	• Keep hands, body and objects to self • Walk • Use the High 5 • Whole body listening	• Wait your turn • Walk • Keep hands, body and objects to self • Use the High 5	• Go in pairs • Straight there, straight back • Walk • Keep hands, body and objects to self • Use the High 5 • Use, Flush, Wash, Leave • One person = one toilet • Use equipment as intended • Look after your property	• Walk • Look where you are going • Keep hands, body and objects to self • Use the High 5 • Straight there, straight back
LEARNER	• Listen and follow instructions the first time • Be ready to learn	• Participate • Right place, right time • Prepared and organised • Whole body listening		• Listen and follow instructions the first time • Whole body listening • Right place, right time • Participate	• Be prepared - know what to order		• Listen to and follow instructions the first time

Every classroom in our school uses the PBL Expectations Matrix, as a basis for developing their behaviour standards. 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. The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

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Explicit Teaching

During the fortnightly parade, a *Behaviour Award* will be announced. Teachers are required to have an explicit teaching session timetabled in to their week following parade each week to further teach the skill. Teachers are encouraged to use their professional skills to 'teach' the lesson in an interesting and challenging manner. The PBL team sends out lessons for the week/s ahead.

There is a poster created for each teacher to display in the classroom. These are designed with the criteria listed so all students know exactly what they need to do to achieve success. It is expected that the teachers refer to these posters regularly and use them to remind students of appropriate behaviour.

School Wide Procedures to support Behaviour:

- Students wait in their designated year level area in two seated lines.
- Students assemble outside their classroom in two standing lines when preparing to move to another learning area quietly.
- Students move in two quiet lines when moving throughout the school.
- Students are dismissed from the classroom for play time by the teacher.
- Students move around the school by walking on hard surfaces.
- Students wear a hat when they play in the open.
- Students sit and eat their lunches in their designated area.
- Students stay in their designated area for play time.
- Students are supervised by adults in learning spaces during lunch periods.
- Acacia Ridge State School is a Uniform School. This means that it is a requirement that the school uniform be worn to school by students

Reinforcing expected school behaviour

At Acacia Ridge State School we use the Essential Skills for Classroom Management to reinforce expected school behaviour. When children are learning about behaviour, it is useful to have a structured approach to teaching and re-teaching behaviour.

The Essential Skills Core Learning Component emphasises teacher's language, both verbal and non-verbal to focus students' attention, as well as the importance of positive teacher–student relationships developed through the learning process.

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The 10 Essential Skills for Classroom Management are:

Essential Skill	Description
Establishing expectations	Making rules
Giving instructions	Telling students what to do
Waiting and scanning	Stopping to assess what is happening
Cueing with parallel acknowledgment	Praising a particular student to prompt others
Body language and encouraging	Smiling, nodding, gesturing and moving near
Descriptive encouraging	Praise describing behaviour
Selective attending	Not obviously reacting to certain behaviours
Redirecting to the learning	Prompting on-task behaviour
Giving a choice	Describing the student's options and likely consequences of their behaviour
Following through	Doing what you said you would

Anti-Bullying Strategy:

The school uses the High 5 Hand Strategy to support students to deal with bullying behaviour:

- Ignore
- Talk Friendly
- Talk Firmly
- Walk Away
- Report to an Adult

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Differentiated and Explicit Teaching

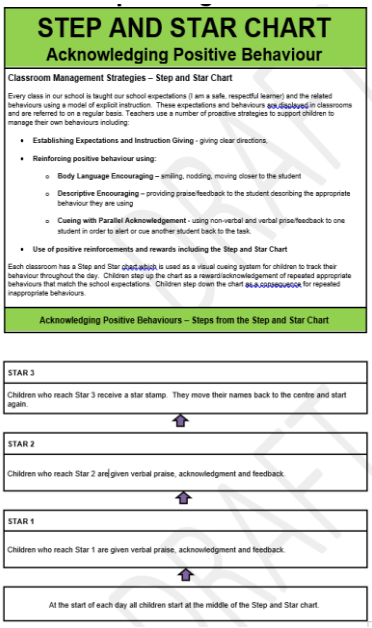
Acacia Ridge State School provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

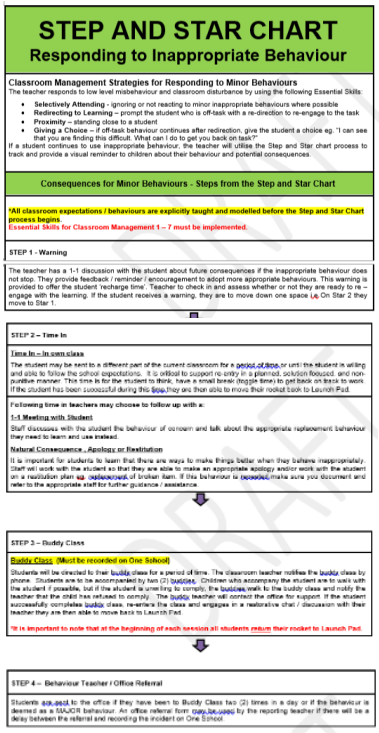
Teachers at Acacia Ridge State School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the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

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

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

The school has developed a flowchart of actions to support students to learn abut behaviour and expectations.





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Focused Teaching

At Acacia Ridge State School we emphasise the importance of explicitly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent inappropriate behaviour. This focused teaching is directly aligned to our PBL Expectations Matrix.

Focused teaching involves identifying key behavioural concepts and/or skills and using explicit and structured teaching strategies to address particular aspects of a behaviour skill. Lesson plans have been developed for the expected behaviours that are to be taught to all students. These lessons were developed collaboratively by the staff and include a range of teaching ideas and strategies to assist students. Teachers use a variety of strategies and lessons to teach and positively reinforce the behaviours. These include:

- discussion about the behaviour – what does it mean? what does it look like?
- role plays
- display the expected behaviour chart in the classroom
- review the behaviour on a daily basis
- reinforce and reward students who exhibit the positive behaviour.

This focused teaching provides multiple opportunities for students to achieve the intended learning and expected behaviour.

Approximately 25% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

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

Students at Acacia State School get multiple opportunities to practise behaviour through the consistent application of:

- Positive Behaviour for Learning Program
- High 5
- Essential Skills for Classroom Management
- Behaviour of the Week (Published for parents each week)

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

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

Acacia Ridge State School has a range of Student Support staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. The Student Support Services Team provides support to students who require more targeted or intensive support. The Team consists of the Deputy Principal, School Guidance Officer, Head of Special Education Services, Inclusion Teacher- SEP, Inclusion Teacher- STLAn, Inclusion Teacher- EALD and teacher representatives. Other staff who support students include the School Chaplain and Advisory Visiting Teachers.

Intensive Teaching

Each term a small number of students at Acacia Ridge State School are identified through our data as needing additional targeted behavioural support. In most cases the inappropriate or unacceptable behaviour may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

Students who have been identified by the PBL team or through the Student Support Services (S.S.S) as requiring additional support, attend their normal scheduled classes and activities with appropriate adjustments if required. However, they have increased daily opportunities to receive positive contact with adults, additional support from check-in / check-out (identified staff members) and increased opportunities to receive positive reinforcement. Where required, adjustments are made through academic support, adult mentoring or intensive social skills training.

Students whose behaviour does not improve after a period of time, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

Strategies used for targeted behaviour support may include:

- curriculum adjustment
- verbal and non-verbal reinforcement
- increased attention for an individual student
- communication with parents/caregivers
- added responsibilities for an individual student
- Berry Street (restorative practices)

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Acacia Ridge State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents / caregivers and other relevant specialist staff. The school-based team:

- works with other staff members to develop appropriate behaviour expectations and strategies
- monitors the impact of support for individual students through continuous data collection
- provides consistent strategies and adjustments outlined within the Personalised Learning Plan, and
- works with the School Administration to achieve continuity and consistency.

The SSS team has a referral system in place to identify students whom require intensive behaviour support. Following the referral, a staff member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and specialist behaviour services staff.

Strategies used for intensive behaviour support may include:

- individual behaviour support plan
- playground plan
- support from external agencies
- support from specialist behaviour staff
- intervention or support from school-based personnel – Guidance officer, Chaplain
- restorative practices and chats

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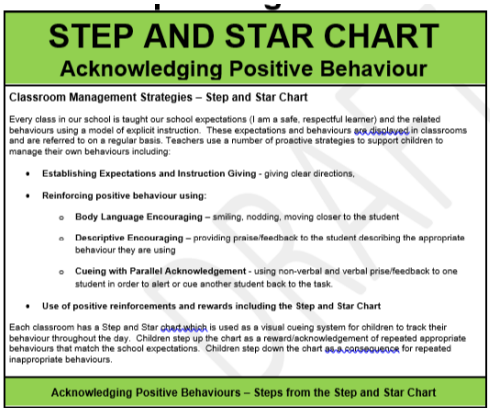
Incentive Program

The following school wide incentive program is expected to increase the percentage of children identified in the Green Zone of the Behaviour triangle, while decreasing the numbers of students identified in the Yellow and Red zones.

STAR UP – "Free and Frequent" – to be used everyday

- All classrooms have a 'Step and Star' chart with names for each child in the class and start their journey on the 'Launch Pad' each day.
- As students demonstrate positive behaviours in the classroom, students will be asked to 'star up' the chart.
- As the student reaches the top of the chart, they will receive a star stamp in their Rocket Book and reset back to the Launch Pad.
- The names on the Step and Star chart get reset each session.



STEP AND STAR CHART

Acknowledging Positive Behaviour

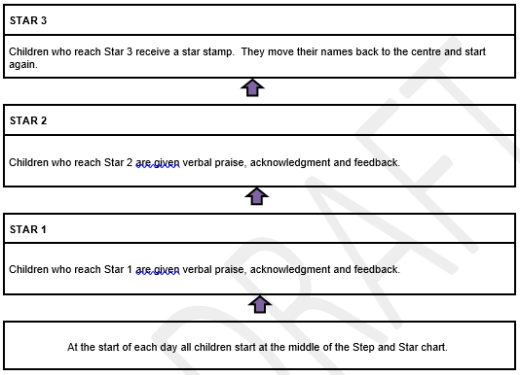
Classroom Management Strategies – Step and Star Chart

Every class in our school is taught our school expectations (I am a safe, respectful learner) and the related behaviours using a model of explicit instruction. These expectations and behaviours are displayed in classrooms and are referred to on a regular basis. Teachers use a number of proactive strategies to support children to manage their own behaviours including:

- **Establishing Expectations and Instruction Giving** - giving clear directions.
- **Reinforcing positive behaviour using:**
  - **Body Language Encouraging** – smiling, nodding, moving closer to the student
  - **Descriptive Encouraging** – providing praise/feedback to the student describing the appropriate behaviour they are using
  - **Cueing with Parallel Acknowledgement** - using non-verbal and verbal prise/feedback to one student in order to alert or cue another student back to the task.
- **Use of positive reinforcements and rewards including the Step and Star Chart**

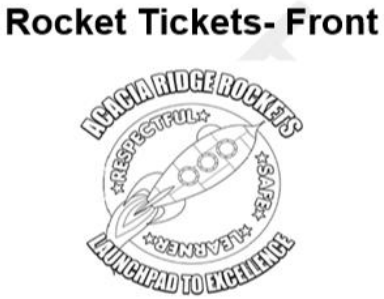
Each classroom has a Step and Star chart which is used as a visual cueing system for children to track their behaviour throughout the day. Children step up the chart as a reward/acknowledgement of repeated appropriate behaviours that match the school expectations. Children step down the chart as a consequence for repeated inappropriate behaviours.

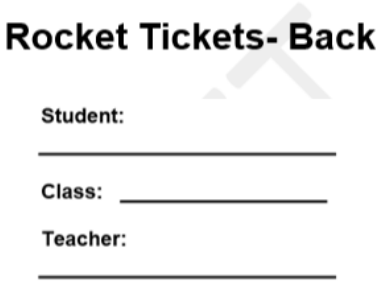
Acknowledging Positive Behaviours – Steps from the Step and Star Chart



ROCKET TICKETS – "Free and Frequent" – to be used everyday

- Children are to be given "ROCKET TICKETS" for any display of general positive behaviours in the playground and specialist classes (blue RTs given by a teacher in the playground, green RTs given by a teacher aide in the playground, orange RTs given by a specialist teacher in specialist lessons).
- The child takes the "ROCKET TICKET" back to their classroom where it is shown to the classroom teacher for a 'star' in their Rocket Book in the allocated section correlating to the colour of the rocket ticket.





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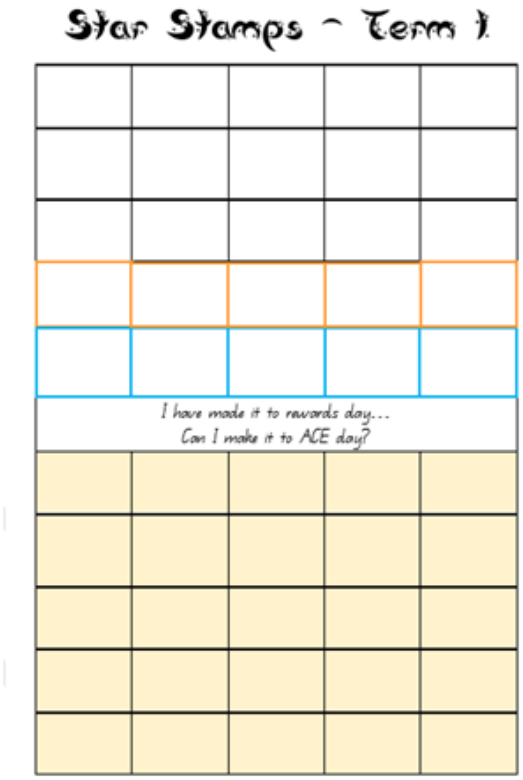
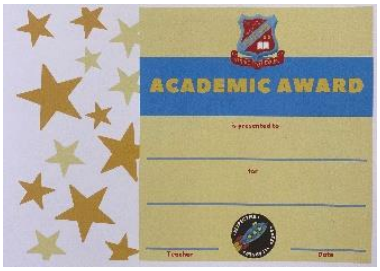
Star Stamp Grids



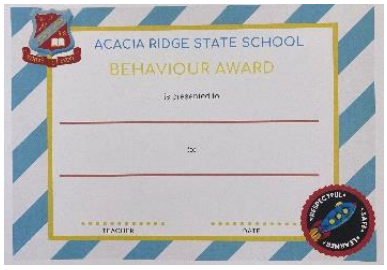
ACADEMIC AWARD – Intermittent – Awarded fortnightly

- Teachers are to select one student from their class that is demonstrating a standard of excellence in an aspect of classroom and/or school life.
- Students must be of an excellent standard and should be easily recognised by their class group for their achievement.
- Certificate completed by the teacher and sent to the office by Wednesday afternoon.
- Office to record as a positive behaviour on Oneschool
- Students will receive a certificate on odd week Fridays in class after assembly - presented by the classroom teacher
- Student will have their photo taken by classroom teacher who will email to the office and this will be displayed in the school newsletter.



BEHAVIOUR AWARD – Intermittent - Awarded fortnightly

- Teachers are to select one student from their class that is demonstrating a standard of excellence in a behaviour of the week recently discussed.
- Students must be of an excellent standard and should be easily recognised by their class group for their achievement.
- Certificates must be completed by the teacher and sent to the office by Wednesday afternoon.
- Office to record as a positive behaviour on Oneschool.
- Students will receive a certificate on odd week Friday in class after assembly - presented by the classroom teacher.
- Students will have their photo taken by classroom teacher who will email to the office and this will be displayed in the school newsletter.



BUCKET FILLER AWARD – Intermittent - Awarded fortnightly

- Teachers are to select one student from their class that is demonstrating a standard of excellence in bucket filling behaviour
- Students must be of an excellent standard and should be easily recognised by their class group for their achievement.
- Certificates must be completed by the teacher and sent to the office by Wednesday afternoon.
- Office to record as a positive behaviour on Oneschool
- Students will receive a certificate on odd week Fridays in class after assembly - presented by the classroom teacher
- Student will have their photo taken by classroom teacher who will email to the office and this will be displayed in the school newsletter.

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STAR STAMP CERTIFICATES – Intermittent – Awarded as achieved

- All students receive a Rocket Book at the start of the school year (or as they enrol). This is where they collect their star stamps as they receive them.
- Star stamps are collected on grids of '25' and as students earn a full grid, they attend the office for acknowledgement and congratulations from the Principal or Deputy Principal. There are set times for this process.
- Star Stamp certificates and the associated rewards are presented in class by the classroom teacher.
- Teachers to log their students' completed star stamp grids at the end of each term and office to keep a running record of completed star stamp grids as they are presented at the office weekly so that the PBL committee can calculate numbers attending the Rewards Day.

POSITIVE POSTCARDS – Intermittent – Three per Term, per Teacher

Positive Postcards serve the purpose of recognising positive student efforts and behaviour which meet our three values of Respect, Safety and Learning. The Postcard is posted directly home to parents it also forms an important part of our communication with parents about the positive things their child is doing in the school. (Please write the student's address on the postcard which you can locate on One School and give to the front office to post).

How do students receive a Positive Postcard?

The intent of this acknowledger is to encourage all staff to be focusing on and rewarding the positive things that happen in our school every day. Although Postcards are more likely to be given for behaviours and efforts over a short period of time, they can also be used to recognise significant one-off behaviours. Positive Postcards may be given to students for

- Ongoing positive classroom behaviour
- Significant efforts in school work or an upward trend in effort
- Diligence to achieve well, even when not an 'A' student
- Mentoring and support of other students
- Positive interactions within the community
- Resilient behaviours

Administration will provide three Positive Postcards to teachers each term. Please complete at appropriate times, by forwarding them through to the Principal. The Deputy will add a small comment of recognition to the postcard as well, before organising the postage home.

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REWARDS DAY – Long Term - Once per term

Rewards Day is held at the end of each term for those students who have achieved the equivalent star stamps.

Students who have had behaviour events resulting in suspension are still eligible to participate in rewards day if they have earned the appropriate amount of star stamps.

ACE DAY – Long Term - Once per term (Attendance and Commitment to Excellence)

ACE Day is held once per semester for those students who have achieved the equivalent star stamps. The day works on a two-tier system:

1. The students who have an attendance rate 98% and higher each term. Deputy will send data to teachers before ACE day.
2. The students who have had no buddy class / suspensions.
3. The students who have achieved 25 or more star stamps than the expected term's level. For example: Term 1, 25 star stamps so an ACE awardee will have achieved 50 or more star stamps).
4. The students who have achieved demonstrated exceptional effort and behaviour across all settings, in all learning area.

Teacher and Teacher Aide's Role in Classroom and Playground:

- recognise and acknowledge good behaviour
- Verbally acknowledge behaviour by reinforcing the school rules. (eg. You have shown respect for others. Thanks for following the rules of the game.)
- Present the student with a Rocket Ticket.
- Teach and reinforce the Behaviour of the Week.

Administrative Support:

- Office will distribute Star Stamp Certificates

Ways for parents to support Positive Behaviour for Learning at Acacia Ridge State School:

- Discuss the school rules with your child/ren at home regularly.
- Find out about the Behaviour of the Week and talk about how that might work across different settings.
- Talk about goals for rewards, certificates.
- Positively reinforce achievements towards your child/ren's goals.
- Celebrate success for any achievements.
- Encourage your child to problem solve when there are difficulties in order to achieve their goals.
- Talk to your child's teacher about strategies to support your child to focus on in order to achieve their goals.
- Remember that we all make mistakes and help your child to overcome problems in a positive way.

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Legislative Delegations

Legislation.

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

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

Delegations

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

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

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

- Education (General Provisions) Act 2006 Director-General's delegations
- Education (General Provisions) Act 2006 Minister's delegations
- Education (General Provisions) Act 2006 Director-General's authorisations
- Education (General Provisions) Regulation 2006 Minister's delegations
- Education (General Provisions) Regulation 2017 Director-General's delegations

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Disciplinary Consequences

The disciplinary consequences used at Acacia Ridge State School follow the same differentiated approach used in the teaching and support of student behavioural expectations.

Acacia Ridge State School makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When these behaviour incidents occur, it is important that consequences are predictable. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, redirections and expectation reminders may be used by teachers to respond to low-level or minor problem behaviours. These strategies link with our whole school approach of a step and star chart.

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 25% of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, redirections and expectations reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence.

For a small number of students, approximately 11%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

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

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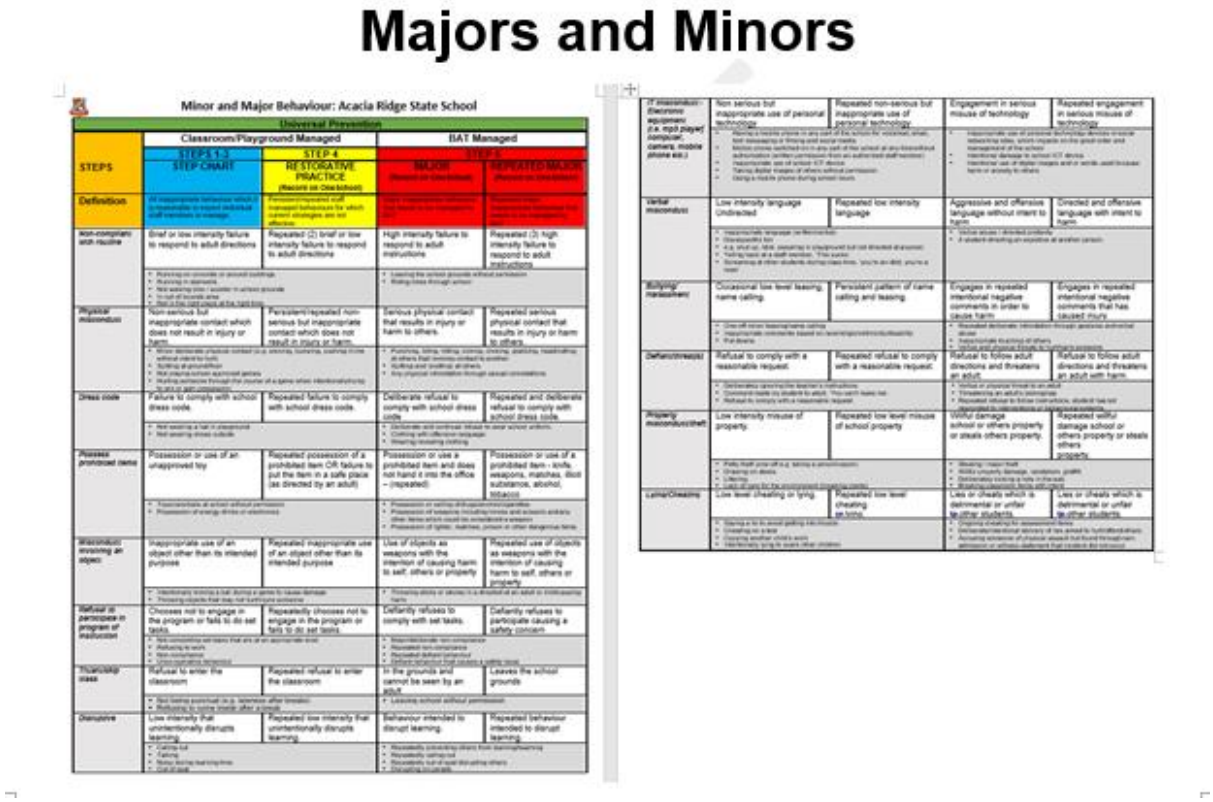
Consequences are to be applied to:

- provide the opportunity for all students to learn;
- provide opportunities for reteaching;
- ensure the safety of staff and students; and to
- support students who exhibit challenging behaviours to accept responsibility for themselves and their actions.

In applying consequences for unacceptable student behaviour, the individual circumstances and actions of the student and the expectations of school community members will be considered at all times. Consequences are applied within the context of a proactive support system that focuses on prevention and instruction.
For consequences to be most effective, students must be able to see a connection between the expected behaviours, their displayed behaviour and the resulting consequence. This type of consequence is termed a logical consequence. Logical consequences, for both positive and negative behaviours, should be applied consistently, calmly, firmly and without prejudice towards individual children. The level of a student's behaviour should be assessed against a continuum from minor to major consequences.



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

- **Minor** problem behaviour is handled by staff members at the time it happens.
- **Major** problem behaviour may be handled in situ by the responsible adult and/or assistance from the Administration team.

Minor behaviours are those that:

- are minor breaches of the school rules;
- do not seriously harm others or cause you to suspect that the student may be harmed;
- do not impact the learning or safety of others in any other serious way; and
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

- a minor consequence that is logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction procedure: The staff member takes the student aside and:

1. asks the student about the behaviour they are displaying (e.g. What are you doing?)
2. asks the student to name expected school behaviour; (e.g. What rule are you breaking?)
3. states and explains expected school behaviour if necessary (e.g. walk on the concrete); and
4. gives positive verbal acknowledgement for expected school behaviour.

Management of minor behaviours (Proximity / Praise / Reward)

Where a student is exhibiting low level misbehaviour, the teacher will use of the following strategies based on the Essential Skills for Classroom Management.

- Selective attending -Not obviously reacting to certain behaviour where possible.
- Redirecting to the learning - Restate clear directions to student.
- Descriptive encouragement – when the student returns to appropriate behaviour.
- Parallel acknowledgment - Praise another student who is behaving appropriately.
- Body language encouraging - Prompt or redirect the student to return to the appropriate behaviour using gesture or eye contact.

Restatement, Rule Reminders

The teacher responds with a combination of the following strategies based on the Essential Skills for Classroom Management to address the student's inappropriate behaviour:

- restatement of the rule,
- giving a specific direction,
- giving the student a choice e.g. to work appropriately or move to a different area.

Time Out

The student will be sent to a specific part of the classroom to reflect on their behaviour. The student should complete a 'Responsible thinking reflection sheet' (See Appendix 9) and indicate to the teacher that they are ready return to the classroom when the student is willing and able to comply. The teacher will discuss

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the reflection sheet with the student in a planned, solution focussed, non-punitive manner. Students will spend time out from the class for up to 15 minutes. In the playground, students may have time away by walking with the teacher or sitting in a designated spot. A verbal reflection should be completed prior to the student returning to play.

Buddy Class
For continued misbehaviours following time-out within class on the same day, students should have time away in a buddy class. Students are sent to another pre-determined classroom for up to 15 minutes. Teachers will call ahead to inform the Buddy Classroom. Students complete a reflection sheet. When they return to class, this is discussed with the referring teacher before re-entering the classroom. The referring teacher records behaviours requiring referral to Buddy Class on OneSchool. Continual or serious disturbances should be discussed with the relevant Administration member and parents/carers notified.

Major behaviours are those that:
- significantly impact the learning or safety of others;
- put others / self at risk of harm; and
- may require the involvement of school Administration.

Major behaviours result in a referral to Administration because of their seriousness. This referral is recorded as a behaviour incident on OneSchool.

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Major – immediate incidents in which there is an immediate safety risk. Staff member contacts the office for assistance from the administration team. When time is available, the staff member completes a OneSchool behaviour incident.

Major – deferred incidents in which there is no immediate risk. Staff member calmly states the major problem behaviour to the student and remind them of the expected school behaviour. Staff members investigate the details of the incident and then complete a OneSchool behaviour referral.
Major problem behaviours may result in the following consequences:

- loss of break times,
- removal to alternative room,
- alternate lunchtime activities,
- loss of participation in extra-curricular activities, excursions and camps
- restorative justice, restitution to fix the problem,
- time in office,
- warning regarding future consequence for repeated offence;
- Parent contact,
- referral to Student Services Team
- referral to Regional Behaviour Services Team,
- suspension from school;
- removal of leadership or representative positions; and/or
- Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs may be recommended for exclusion from school following an immediate period of suspension.

Individual Responsible Behaviour Plan
If a student's behaviour continues to impact on the learning and safety of others, an Individual Responsible Behaviour Plan is developed by the teacher, student, parent and Administration member. The plan will describe current behaviour concerns, potential triggers and identify goals for the student. The plan identifies ecological supports, proactive strategies and reactive strategies to support the student to learn expected behaviours at school.
Monitoring and follow-up of the formal Individual Behaviour Plan will involve a series of case reviews with parents/caregivers, the classroom teacher, the student, specialist personnel and external support agencies, as necessary.

Reactive Strategies

Reactive Behaviour Management is dealing with situations as they arise. It is a response to a child's inappropriate behaviour. Whilst we will be encouraging and focussing on the positive behaviours we will always experience the need to implement reactive strategies. These strategies are how we work with children to teach them accountability for their actions and choices. As outlined in the Code of Conduct Matrix the following strategies may be implemented in the event of a major incident:

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- Restorative Justice
- Apology
- Restitution
- Lunch time detention/ out of play
- Phone call, letter or email to parents
- Parent meeting
- Mediation
- Individual Behaviour Plan/ Student Behaviour Monitoring card (check in/ check out system)
- Involvement of support staff
- Suspension
- Managed Playground Form
- Exclusion

When students choose to behave in an unacceptable or disruptive manner, the following whole school procedures may be implemented to assist students to be self-managing in terms of their behaviour.

INDIVIDUAL BEHAVIOUR PLANS

- Students who have been involved in three or more major incidences should be considered for an Individual Behaviour Plan.
- The format for the IBP will be discussed with the class teacher and the administrator.

MANAGED PLAYGROUND FORM

- Students who are identified as having ongoing playground incidences may require a Managed Playground Form.
  Students who have been involved in several major incidences in the playground should be considered for a Managed Playground Form

- A Managed Playground Form is *not* designed as a form of detention. It is instead a way of including the student who is experiencing difficulties in social environments to engage in safe, managed play with goals specific to their needs.
- The format for the MPF is adaptable by the Teacher or Admin and the time period for implementation is dependent on the needs of the student.

FUNCTIONAL BEHAVIOUR ANALYSIS

Functional Behaviour Analysis is a process of examining the function that a particular behaviour plays for a student that includes an analysis of the frequency, intensity and duration of a behaviour. The end result of the FBA is a Individual

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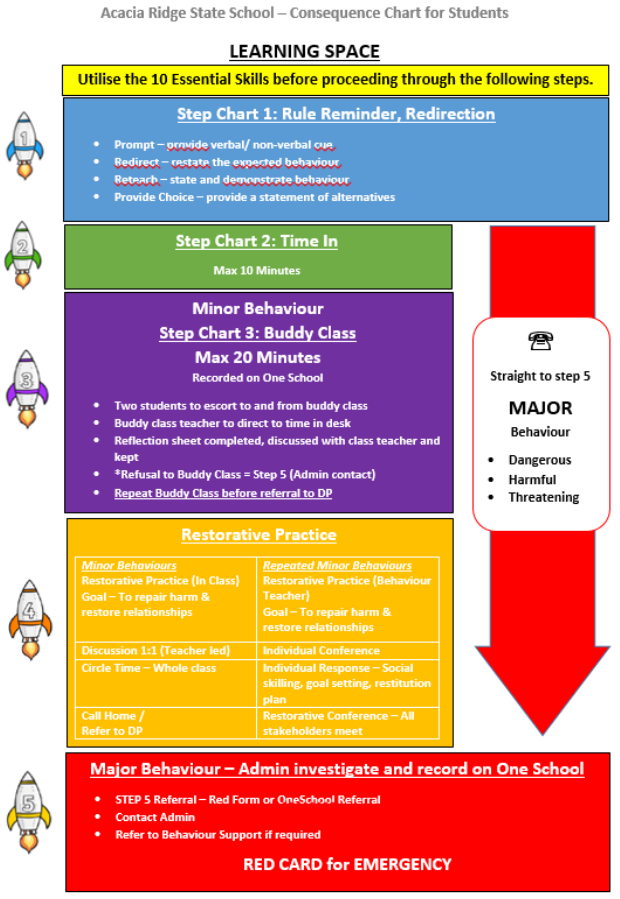
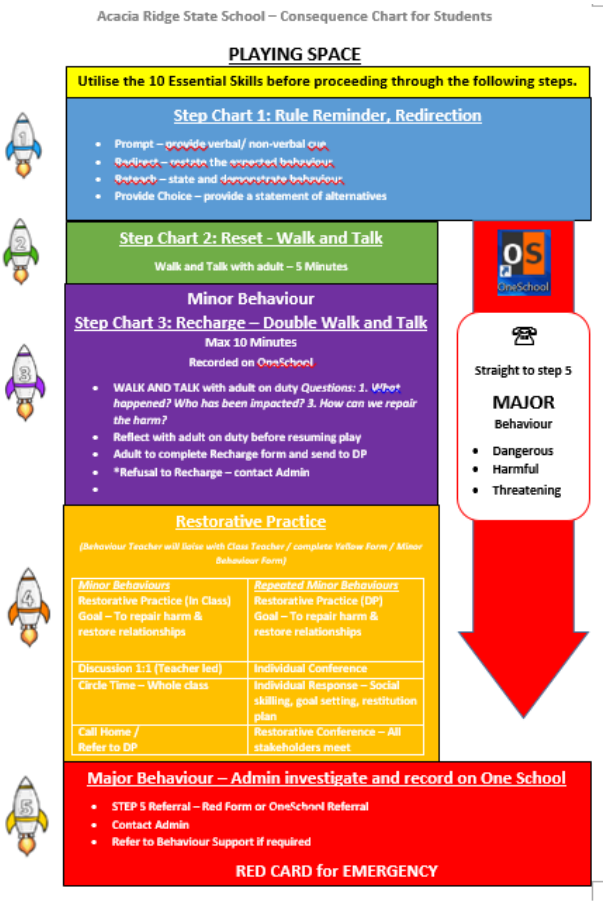
Behaviour Plan (IBP), which is a plan to implement intervention for specific behaviours as identified.





Consequence System

CONSEQUENCES FOR MAJOR BEHAVIOURS

LEVEL ONE

Time out in office or in-school withdrawal

When a student's behaviour is extremely disruptive to the class, or a serious incident has occurred, teachers may negotiate with the Principal some time out in another area of the school for the student.

Parents/Caregivers will be contacted to discuss the student's behaviour.

Detention

Loss of privileges – no play, no interschool sport

Warning regarding future consequences for repeated persistent inappropriate behaviour

Restitution – replacing broken or destroyed property, apology

Temporary removal of student property by school staff – as per guidelines in Appendix 6

Parent/Carer Contact

LEVEL TWO

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Continued incidents of inappropriate behaviour may result in:

Parent contact where a plan of action developed by the teacher, student and parent/carer.
This may include regularly monitoring behaviour using a home communication book, sticker chart, setting students goals to work on etc.
Parents/carers are contacted and regular communication with student and home continues to support the student with improving his/her behaviour.

The student may be referred to the **Student Support Services** and a Case Manager (usually the class teacher) will be appointed.
The SSS committee in conjunction with the class teacher, parents/carers and student decide on the most appropriate intervention and support.
Individual Behaviour Support Plan may be developed, outlining support and intervention strategies and processes (May include teaching and reinforcing appropriate behaviours, monitoring behaviour, adjustments in curriculum and pedagogy)

In-School Withdrawal/Suspension – working for a period of time in another area of the school
Behaviour improvement condition or
Suspension from school

External Assistance

Our school can access the services of a variety of external personnel or agencies which may include:

Referral to the Regional Behaviour Team
Counselling services
Referral to Doctor and/or Paediatrician, Psychologist

Monitoring and Review

Monitoring and follow-up of the student's behaviour and Individual Behaviour Support Plan may involve a series of case conferences with staff members, parents/caregivers, the classroom teacher, specialist personnel and external support agencies, as necessary.

LEVEL THREE

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Students who engage in serious unacceptable behaviours such as major violent physical assault or the use/supply of weapons (including knives) or drugs may receive:

a Behaviour Improvement Condition or
a School Disciplinary Absence (Suspension or proposal/recommendation for exclusion) as a consequence of unacceptable behaviour.

Differentiated

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

- Pre-correction (e.g. “Remember, walk quietly to your seat”)
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 4 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. “Hand up when you want to ask a question”)
- Rule reminders (e.g. “When the bell goes, stay seated until I dismiss you”)
- Explicit behavioural instructions (e.g. “Pick up your pencil”)
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second ‘take-up’ time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. “Which one do you want to start with?”)
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. “I’m not sure what is the next step, who can help me?”)
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour – timeout
- Warning of more serious consequences (e.g. removal from classroom, buddy class or office)
- Detention

Focused

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

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

Intensive

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

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

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School Policies

Acacia Ridge State School has policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. Please ensure that you familiarise yourself with the responsibilities for students, staff and visitors outlined in the following policies:

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

Temporary removal of student property

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

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

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

The Principal determines when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.

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

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

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- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.

** The administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary or when there is no other alternative in relation to the treatment of a specific health need. Schools require medical authorisation to administer any medication to students (**including over-the-counter medications such as paracetamol or alternative medicines**).

Responsibilities

State school staff at Acacia Ridge State School:

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

Parents of students at Acacia Ridge State School

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - is prohibited according to the Acacia Ridge 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.

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Students of Acacia Ridge 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 Acacia Ridge State School Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a caring, safe, supportive or productive learning environment
  - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal it is available for collection.

Use of mobile phones and other devices by students

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

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

Responsibilities

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

School iPad

- Student's parents are required to sign off on a School iPad Terms of Use and Participation Agreement prior to their use at school.
- All reasonable care of the device will be taken by the student.
- The iPad will be kept away from food or drink at all times.
- The device will remain in its case.
- The device will be kept in the classroom unless otherwise directed by the teacher.
- The school device will not be taken home.
- Students may only use iPad assigned to them by the school.

Use of iPad at Acacia Ridge State School

The iPad is used for educational purposes. It complements the School Curriculum. The following general rules regarding their use apply at the school:

- Photographs, videos or voice memos are only to be taken when authorised by school staff.
- Photographs, videos or voice memos taken at school should not be uploaded to any internet site, social media App or distributed in any way, unless authorised by school staff.

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- Students will be cybersafe when using the internet considering the 5 Ps:
- Protect
- Privacy
- Profile
- Password
- Permission

Students that use the school internet network in an inappropriate manner may be subject to disciplinary action by the school.

- Students may not download, distribute or publish offensive messages or pictures
- Students should not use obscene, inflammatory, racist, discriminatory or derogatory language
- Students should not use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- Students should no insult, harass or attack others or use obscene or abusive language
- Students should not deliberately waste printing and internet resources
- Students should not damage iPad, printers or network equipment
- Students should not commit plagiarism or violate copyright laws
- Students should not ignore teacher directions for the use of social media, online email and internet chat
- Students should not send chain letters or spam email (junk mail)
- Students should not knowingly download viruses or any other programs capable of breaching the department's network security
- Students should not use in-iPad cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- Students should not invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- Students should not use an iPad (including those with Bluetooth functionality) to cheat during exams or assessments.

Breach of iPad Terms of Use and Participation Agreement

- Parents may be notified by a staff member of the breach.
- Parents may be contacted to ensure the device is set up correctly.
- The device may be temporarily removed and alternative learning activities undertaken. The removal may be a session, day, week or longer.
- Students may be subject to disciplinary action according to the Algester Student Code of Conduct.

Mobile Phones:

Students may not use mobile phones at Acacia Ridge State School. They may be brought to school and safely stored in the school office during the school day if required but they not be carried by students or used by them within the school grounds for any part of the school day.

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Smart Watches:
Students may wear smart watches at school but their communication and recording functions should not be used during school hours. Parents wishing to contact their children during school hours should contact the school office.

Preventing and responding to bullying

In creating and maintaining a safe and supportive school environment, strategies to address bullying include:

- preventing bullying through promoting a positive whole-school culture based on values agreed to by the whole school community
- intervening early in suspected or identified bullying issues and communicating clearly with all involved
- responding consistently to bullying incidents with approaches which have been shown to be effective.
- Not all hurtful behaviours are bullying, but schools address inappropriate behaviour whether or not it meets the definition of bullying.

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Definition of bullying

Bullying is when a child, or a group of children, **deliberately** and **repeatedly** upset or hurt another child. The person/people doing the bullying will have some form of **power** over the target.

Bullying is not one-off incidents of name calling or physical abuse, it is only bullying when it is repeated, deliberate and there is an imbalance of power involved.

Forms of bullying

1. **Physical bullying**: This is when a person (or group of people) uses physical actions to bully, such as hitting, poking, tripping or pushing. Repeatedly and intentionally damaging someone's belongings is also physical bullying.
2. **Verbal bullying**: Repeated or systematic name calling, insults, homophobic or racist remarks and verbal abuse.
3. **Covert bullying** : Such as lying about someone, spreading rumours, playing a nasty joke that make the person feel humiliated or powerless, mimicking or deliberately excluding someone.
4. **Psychological bullying**: For example, threatening, manipulating or stalking someone.
5. **Cyber bullying**: Using technology, such as email, mobile phones, chat rooms, social networking sites to bully verbally, socially or psychologically.

What behaviours are not bullying?

While the following behaviours are often upsetting to those involved, they do not constitute bullying:

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

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

Responding to bullying

What students can do

- Use the High 5 strategies: ignore, talk friendly, walk away, talk firmly, and report.
- avoid areas which allow the bullying students to avoid detection by teachers
- stay with other students
- talk to an adult at school or home who can help stop the bullying
- keep asking for support until the bullying stops.

What bystanders can do

- Speak up to the person doing the bullying
- tell the person doing the bullying that you will talk to a teacher
- Say something supportive to the person being bullied, or ask them to walk away with the person being bullied.
- Leave negative online conversations.

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What staff members can do

Listen to reports of bullying and investigate carefully. In consultation with admin, decide upon an appropriate response. Communicate clearly with students and parents involved. Responses used by staff at Acacia Ridge State School will use the most appropriate method for the students involved.

Disciplinary measures – consequences applied are intended to hold students who bully to account for their behaviour, and ensure they accept the harm they have caused and to learn from it.

Restorative practices – working with students whereby the student who is causing harm is held to account for his/her behaviour.

Strength building approaches – teach students how to get along and build resilience, implement responsible behaviour plans or playground plans.

What parents can do

1. listen calmly to what your child wants to say and make sure you get the full story.
2. reassure your child that they are not to blame and ask open and empathetic questions to find out more details
3. ask your child what they want to do and what they want you to do
4. discuss with your child some sensible strategies (such as High 5) to handle the bullying – starting a fight is not sensible.
5. contact the school and stay in touch with them
6. check in regularly with your child.

The school will not give you any of the personal details of other students involved. They will not give you any details of consequences given to other students involved because of privacy requirements.

Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher. Reports of students other than in their child's class should be reported to the Deputy Principal.

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying.

Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.

Students enrolled at Acacia Ridge State School may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the

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weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education.

Tips for responding to online harassment or bullying

1. avoid responding to the bullying
2. block and report anyone who is bullying online
3. protect yourself online – use privacy settings and keep records.

Acacia Ridge State School - Bullying response flowchart for teachers

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

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Key contacts for students and parents to report bullying:
Prep to Year 6 – Class teacher
Guidance Officer

First hour Listen

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

Day one Document

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

Day two Collect

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

Day three Discuss

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

Day four Implement

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

Day five Review

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

Ongoing Follow up

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

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Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

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

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

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

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

YES OR **NO**

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

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

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

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.

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.

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

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

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

OR

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

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

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

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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.

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

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Restrictive Practices

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

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

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

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

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

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

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

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

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

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Critical Incidents

It is important that all school staff have a consistent understanding of how to respond in emergencies involving student behaviour that seriously endangers the student or others. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.
A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action (e.g. in the community, on the road). The aim in these situations is to bring the behaviour of the student under rapid and safe control. It is not a time to try and to punish or discipline the student; it is a crisis management period only.
Staff should follow the documented plan for any student involved in regular critical incidents, which should be saved and available for staff to review in OneSchool.
For unexpected critical incidents, staff should use basic defusing techniques:
1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

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

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

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

5. Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made,
and identify acceptable decision options for future situations.
These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with students wellbeing, behaviour
and learning.

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Related Procedures and Guidelines

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

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Resources

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

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Conclusion

Acacia Ridge 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.

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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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