



**Greenslopes**  
STATE SCHOOL

# Student Code of Conduct

# 2021-2024

## ***Every student succeeding***

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

Queensland Department of Education  
State Schools Strategy 2020-2024

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

## Purpose

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

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

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

## Contact Information

Postal address:	559 Logan Road Greenslopes Qld 4120
Phone:	07 3421 2333
Email:	admin@greenslopesss.eq.edu.au
School website address:	www.greenslopesss.eq.edu.au
Contact Person:	Principal – Mr Trevor Carr

**Endorsement**

Principal Name: **Mr Trevor Carr**

Principal Signature: 

Date: 7<sup>th</sup> December 2020

P/C President **Mrs Melissa Townsend**

P/C President Signature: 

Date: 7<sup>th</sup> December 2020

# Contents

## Contents

Purpose.....	2
Contact Information.....	2
Endorsement.....	3
Contents .....	4
1. Principal's Foreword .....	5
2. P&C Statement of Support.....	7
3. School Captains/Leaders Statement.....	8
4. Data Overview .....	9
5. Learning and Behaviour Statement.....	13
6. Whole School Approach to Discipline .....	18
7. Legislative Delegations .....	22
8. Disciplinary Consequences .....	25
9. School Policies .....	34
10. Restrictive Practices .....	46
11. Critical Incidents .....	48
12. Related Procedures and Guidelines .....	49
13. Conclusion.....	50
14. Appendices.....	52

# 1. Principal's Foreword

## Introduction

Greenslopes State School, founded in 1890 as Dunellan State School, has a long and proud history of serving the educational needs of the Greenslopes community.

The school community places high expectations on both student behaviour and student learning. To supplement our work, the school has developed 6 key values (See *Diagram 1.1*) that underpin our vision. Our school vision, "**Empowering students to develop as critical and creative thinkers and as compassionate, resilient and adaptive global citizens,**" reflects our school's commitment to provide learning opportunities that will work to develop our students' capacity to engage meaningfully in the 21<sup>st</sup> century.



**Greenslopes State School Big 6 Values and Vision (*Diagram 1.1*)**

The staff and students of Greenslopes State School work tirelessly to ensure our school environment remains calm and engaging for learners of all abilities. Our school maintains high expectations of all students in behaviour as well as academic improvement. The development of our Student Code of Conduct is designed to ensure our students have clear processes to manage student behaviour leading to more actively engaged students.

It is my privilege to lead the school through this process and encourage all parents and members of the community to familiarise themselves with this document.

Kind regards

Mr Trevor Carr  
Principal

## 2. P&C Statement of Support

As president of the Greenslopes State School P&C Committee, I am proud to support the new Student Code of Conduct.

We encourage all parents to familiarise themselves with the Greenslopes State School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. In particular, we want to emphasise the systems in place to help students affected by bullying.

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Greenslopes State School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the flowchart on page 39 provides an excellent starting point to understand how to approach the school about these types of problems.

Any parents who wish to discuss the Greenslopes State School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself or to join the Greenslopes State School P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe, supported and appropriately supported to meet their individual social and learning needs.

### 3. School Captains/Leaders Statement

On behalf of the student body at Greenslopes State School, we endorse the Student Code of Conduct for 2021. We have represented students during consultation, provided feedback on draft materials and put forward the views of young people on a range of issues. Throughout the year, we will continue to work with the school administration team and the Greenslopes State School P&C Association on how the Student Code of Conduct is working, identify areas for improvement and present alternative options or suggestions for consideration.


#### Greenslopes State School Student Leaders

**Freya McAndrew**

Signed: 


Date: 7<sup>th</sup> December 2020

**Djuna Glasson Green**

Signed: 

Date: 7<sup>th</sup> December 2020

**Tobias Petinakis**

Signed: 

Date: 7<sup>th</sup> December 2020

**Saanvi Sunil**

Signed: 

Date: 7<sup>th</sup> December 2020



## 4. Data Overview

This section is used to report on key measures related to student discipline, safety and wellbeing using existing data sets available to all schools. This provides an open and transparent reporting mechanism for the school community on the perceptions of students, parents and staff about school climate, attendance and school disciplinary absences.

The Parent, Student and Staff Satisfaction data in the tables below is drawn from the School Opinion Survey. The School Opinion Survey is an annual collection designed to obtain the views of parents/caregivers, students and school staff from each school on what they do well and how they can improve.

Opinions on the school, student learning, and student wellbeing are sought from a parent/caregiver in all families and a sample of students from each state school.

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

There are four different confidential surveys for

- parents
- students
- staff
- principals.

For more information, refer to [frequently asked questions](#) page.

## Parent Opinion Survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2018	2019	2020
this is a good school (S2035)	98.4%	100%	100%
their child likes being at this school* (S2001)	98.4%	97.8%	98.5%
their child feels safe at this school* (S2002)	98.4%	100%	97.0%
their child's learning needs are being met at this school* (S2003)	93.8%	97.8%	92.5%
their child is making good progress at this school* (S2004)	93.8%	97.8%	97.0%
teachers at this school expect their child to do his or her best* (S2005)	98.4%	97.8%	98.5%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95.2%	91.3%	89.6%
teachers at this school motivate their child to learn* (S2007)	95.3%	95.7%	97.0%
teachers at this school treat students fairly* (S2008)	95.3%	97.8%	96.9%
they can talk to their child's teachers about their concerns* (S2009)	96.9%	97.8%	92.5%
this school works with them to support their child's learning* (S2010)	95.2%	97.8%	92.3%
this school takes parents' opinions seriously* (S2011)	90.3%	97.8%	93.8%
student behaviour is well managed at this school* (S2012)	96.9%	95.6%	96.8%
this school looks for ways to improve* (S2013)	95.2%	97.8%	95.5%
this school is well maintained* (S2014)	98.4%	97.8%	97.0%

## Student Opinion Survey

Performance measure			
Percentage of students who agree# that:	2018	2019	2020
this is a good school (S2068)	93.3%	91.8%	98.7%
they like being at their school* (S2036)	91.7%	94.8%	93.8%

<b>Performance measure</b>			
<b>Percentage of students who agree# that:</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
they feel safe at their school* (S2037)	88.0%	98.9%	98.7%
their teachers motivate them to learn* (S2038)	91.6%	96.9%	95.0%
their teachers expect them to do their best* (S2039)	94.3%	97.9%	100%
their teachers provide them with useful feedback about their school work* (S2040)	93.5%	93.9%	97.5%
teachers treat students fairly at their school* (S2041)	84.1%	86.7%	78.5%
they can talk to their teachers about their concerns* (S2042)	79.6%	81.1%	89.7%
their school takes students' opinions seriously* (S2043)	87.4%	92.5%	93.6%
student behaviour is well managed at their school* (S2044)	79.4%	86.5%	93.5%
their school looks for ways to improve* (S2045)	96.2%	95.8%	97.5%
their school is well maintained* (S2046)	91.7%	94.7%	97.5%
their school gives them opportunities to do interesting things* (S2047)	92.6%	93.9%	91.3%

### Staff Opinion Survey

<b>Performance measure</b>			
<b>Percentage of school staff who agree# that:</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
This is a good school (S108)	100%	100%	94.1%
they feel that their school is a safe place in which to work (S2070)	96.3%	100%	94.1%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	84.2%	81.3%

\* Nationally agreed student and parent/caregiver items

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

### School Disciplinary Absences (SDA)

Principals use a range of disciplinary consequences to address inappropriate behaviour. Suspensions, exclusions and cancellations of enrolment are only used as a last resort option for addressing serious behaviour issues. Principals

balance individual circumstances and the actions of the student with the needs and rights of school community members.

All state schools are required to report School Disciplinary Absences (SDA) for the school year in their school annual report. There are four main categories of SDA: short suspension, long suspension, exclusion and charge-related suspension.

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

<b>Greenslopes State School – School Disciplinary Absences (SDA)</b>			
<b>Type</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
Short Suspensions – 1 to 10 days	5	0	2
Long Suspensions – 11 to 20 days	0	0	0
Charge related Suspensions	0	0	0
Exclusions	0	0	0

## 5. Learning and Behaviour Statement

All areas of Greenslopes State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. Our aim is to provide a supportive environment where children can learn responsibility for their own behaviour, with a strong emphasis on explicit values, individual choice and self-improvement.

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

Our school 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 Department of Education and Training policies and procedures, and underpin our Big 6 Values, to teach and promote our high standards of responsible behaviour.

### Multi-Tiered Systems of Support

Greenslopes State School uses multi-tiered systems of support (MTSS) as the foundation for our integrated approach to learning and behaviour. MTSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, in MTSS school staff match increasingly intensive interventions to the identified needs of individual students.

Tier	Prevention Description
1	<p><b>All students</b> (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the <a href="#">Australian Curriculum</a> and <a href="#">Second Step</a><sup>®</sup> (Social Emotional Learning) expectations. In addition, teachers at Greenslopes State School are using the 10 Essential Skills for Classroom Management (ESCMs) for all students (Appendix 1). This involves:</p> <ul style="list-style-type: none"><li>• teaching behaviours in the setting they will be used</li><li>• being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account</li></ul>

	<ul style="list-style-type: none"> <li>• providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them</li> <li>• asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.</li> </ul>
2	<p>Targeted instruction and supports for <b>some students</b> (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.</p> <p>Supports for students requiring Tier 2 level intervention, build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of the Second Step program. Some students will benefit from focussed work on Zones of Regulation, helping them identify the emotions they are managing and identifying a pathway to regulating these emotions. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:</p> <ul style="list-style-type: none"> <li>• there is a clear connection between the skills taught in the interventions and the school-wide expectations</li> <li>• interventions require little time of classroom teachers and are easy to sustain</li> <li>• variations within each intervention are limited</li> <li>• interventions have a good chance of working (e.g. they are "evidence-based" interventions that are matched to the student's need).</li> </ul> <p>If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.</p>

3

Individualised services for **few students** (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.

Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour (their FBA) and should include strategies to:

- PREVENT challenging behaviour
- TEACH the student an acceptable replacement behaviour
- REINFORCE the student's use of the replacement behaviour
- MINIMISE the payoff for challenging behaviour.

Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures.

If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.

### Consideration of Individual Circumstances

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

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

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

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

### Student Wellbeing and Support Network

Greenslopes 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 school's [Student Learning and Wellbeing Framework](#) outlines the levels of support provided to students in the implementation of our Student Code of Conduct. There are three identified tiers of support aligned to the five core competencies of effective Social and Emotional Learning, as identified by the [Collaborative for Social and Academic Learning](#) (CASEL). These five core competencies are:

- Self-management
- Self-awareness
- Social awareness
- Responsible decision making
- Relationship skills

In addition, the Greenslopes State School Student Learning and Wellbeing Framework further aligns the school's Big 6 Values with the Five core competencies.

### Curriculum and pedagogy

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

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



## **Policy and expectations**

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

### *Specialised health needs*

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

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

### *Medications*

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

For students with a long-term health condition requiring medication, parents need to provide the school with a [Request to administer medication at school](#) form.

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

### *Mental health*

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

### *Suicide prevention*

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

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

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

### *Suicide postvention*

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

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

## 6. Whole School Approach to Discipline

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Greenslopes State School we emphasise the importance of directly 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 which is designed to prevent challenging behaviour and to provide a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our Big 6 Values. The School-wide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

<p><b>COMMUNITY</b></p> <ul style="list-style-type: none"> <li>• Look after younger children.</li> <li>• Co-operate with school procedures.</li> <li>• Play safely with others.</li> </ul>	<p><b>OPPORTUNITY</b></p> <ul style="list-style-type: none"> <li>• Be on time and organised for lessons.</li> <li>• Help others to succeed.</li> <li>• Give your best always.</li> </ul>
<p><b>MUTUAL RESPECT</b></p> <ul style="list-style-type: none"> <li>• Share attention, space, equipment and time.</li> <li>• Care for your school environment.</li> <li>• Follow teachers' instructions.</li> </ul>	<p><b>RESILIENCE</b></p> <ul style="list-style-type: none"> <li>• Be flexible and cooperative with changes.</li> <li>• 'Work out' or 'Talk out' your problems.</li> <li>• Learn to forgive.</li> </ul>
<p><b>EMBRACING DIVERSITY</b></p> <ul style="list-style-type: none"> <li>• Treat others as you'd like to be treated.</li> <li>• Use polite language.</li> <li>• Recognise and acknowledge difference.</li> </ul>	<p><b>INTEGRITY</b></p> <ul style="list-style-type: none"> <li>• Be honest.</li> <li>• Think for yourself.</li> <li>• Take responsibility for your actions.</li> </ul>

Greenslopes State School implements the following proactive and preventative processes and strategies to support student behaviour:

### Comprehensive Induction process on Student Code of Conduct delivered to staff

All teachers will undertake an induction process, which will focus on our school's Student Code of Conduct.

### Social Emotional Learning (SEL) Program

Teachers implement the proactive and reactive programs and strategies. To complement this, the [Second Step](#)<sup>®</sup> program is taught in all classes throughout the year to encourage students to solve their own conflicts.

### Buddies Program

Older students take on additional responsibilities as “buddies” for PREP students encouraging the modelling of positive interpersonal skills. Year Six students visit the PREP classrooms once a week and undertake activities such as art and crafts, building social skills through play and other language activities such as reading, writing and oral language development.

### Classroom Behaviour Influence Plan

Classroom teachers will reinforce rules and implement strategies contained in the Minor and Major table.

### Playground Behaviour Influence Plan

Teachers on playground duty will reinforce rules and implement strategies contained in the Minor and Major table.

### Bridge Builder Mediators

[Bridge Builders](#)<sup>®</sup> Mediators are rostered on during lunchtime to assist students in years Prep-3 to reach win-win solutions and practise conflict resolution skills in school playgrounds. Students in Year Six are selected to undertake a two day training program on conflict resolution skills. These students then work as Bridge Builders<sup>®</sup> in the school's playground under the supervision of the school's Leadership Team.

### Lunchtime Clubs Program

Supervised interest clubs will operate at lunchtimes at different time of the year for students wishing to be involved in activities, as well as catering for students requiring a supervised play area.

### Green Tickets

Green Tickets are randomly issued to students to acknowledge and reinforce appropriate behaviour. They are accompanied by descriptive praise – What the student did, why this was good and how did they make others feel. Green Tickets record the “Big 6” School Values exhibited. Every week, on assembly, one Green Ticket is drawn from each class box and that student receives a positive behavioural enhancement. This may include a reward.

### Student of the Week

The aim of the Student of the Week award is to acknowledge the achievement of those students who consistently work well and observe classroom rules. The student receives a certificate on assembly and can have their photo displayed on the “Wall of Fame”.

### Staff Support for Difficult to Manage Behaviour

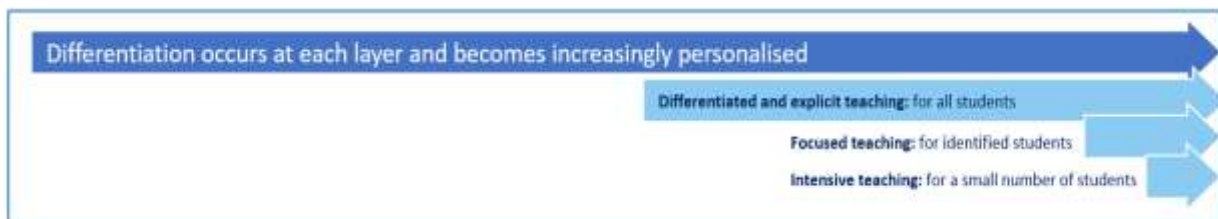
Regular opportunities are provided for teachers or school staff to meet and discuss concerns or challenges they are facing with repeated behavioural disruptions in their class or experienced at playtime. The focus of this time is to encourage collegial and professional support and a whole-school approach to challenging student behaviour.

## Differentiated and Explicit Teaching

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

Teachers at Greenslopes 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.



## Focussed Teaching

Approximately 15% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focussed teaching is provided to help them achieve success.

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Greenslopes State School to provide focussed teaching. Focussed teaching is aligned to the Second Steps program, 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.

Greenslopes State School has a range of Student Support Network staff in place to help arrange and deliver focussed teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:

- [Second Step](#)<sup>®</sup>
- Zones of Regulation
- Functional Based Assessment (FBA).

For more information about these programs, please speak with a member of the school's leadership team.

### Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the student population who require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

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

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

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

## 7. Legislative Delegations

### Legislation

In this section of the Student Code of Conduct we have provided links to relevant legislation that inform the overall Student discipline procedure.

- [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](#)





Department of Education

Greenslopes State School

### Instrument of Authorisation

#### Requirement to tell a student about a suspension and exclusion under Chapter 12, Part 3, Division 3 of the *Education (General Provisions) Act 2006* ('EGPA')

I, Trevor Carr, Principal of Greenslopes State School, **authorise** the persons who are from time to time the holders of the position of Deputy Principal at this school to tell a student on my behalf of my decision to suspend the student under section 293 of the EGPA.

I further authorise the persons who are the holder of the position of Deputy Principal to tell a student on my behalf of my decision not to exclude that student under section 295(2)(a) of the EGPA. This authorisation includes telling the student that their suspension under section 293 has ended and the student may resume attendance at the school.

A Deputy Principal who tells a student of my decision to suspend that student and/or my decision about their exclusion, acts in my name.

The effect of this authorisation is as follows:

- a suspension of a student under section 293 of the EGPA will start when a Deputy Principal tells the student about my decision, as per section 293(3) of the EGPA;
- when a Deputy Principal tells a student about my decision not to exclude the student, and that the student's suspension has ended, and the student may resume attendance at the school, the student has been told in satisfaction of section 295(2)(a) of the EGPA.

Trevor Carr

Greenslopes State School

QUEENSLAND DEPARTMENT OF EDUCATION

1<sup>st</sup> September 2020

DATE



Department of Education

Greenslopes State School

### Instrument of Authorisation

**Requirement to tell a student about a suspension under Chapter 12,  
Part 3, Division 2 of the *Education (General Provisions) Act 2006*  
(‘EGPA’)**

I, Trevor Carr, Principal of Greenslopes State School, **authorise** the persons who are from time to time the holders of the position of Deputy Principal at this school to tell a student on my behalf of my decision to suspend the student under section 281 of the EGPA.

A Deputy Principal who tells a student of my decision to suspend that student, acts in my name.

The effect of this authorisation is that a suspension of a student under section 281 of the EGPA will start when a Deputy Principal tells the student about my decision, as per section 283(2) of the EGPA.

Trevor Carr  
Greenslopes State School

1<sup>st</sup> September 2020  
DATE

QUEENSLAND DEPARTMENT OF EDUCATION



## 8. Disciplinary Consequences

The disciplinary consequences model used at Greenslopes State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, sanctions and rule reminders may be used by teachers to respond to low-level or minor challenging behaviours.

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level challenging behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence.

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the challenging behaviour.

The differentiated responses to challenging 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.

When responding to behaviour, the staff member first determines if the challenging behaviour is major or minor, with the following agreed understanding (*Table 8.1*):

Table 8.1 – Minor and Major behaviour definition

	<b>Minor Behaviours</b> are handled by staff members at the time it happens.	<b>Major Behaviours</b> are referred directly to the school Administration team.
<b>BEHAVIOURS:</b>	<ul style="list-style-type: none"> <li>• are minor breaches of the school rules;</li> <li>• do not seriously harm others or cause you to suspect that the student may be harmed;</li> <li>• do not violate the rights of others in any other serious way;</li> <li>• are not part of a pattern of challenging behaviours; and</li> <li>• do not require involvement of specialist support staff or Administration.</li> </ul>	<ul style="list-style-type: none"> <li>• significantly violate the rights of others;</li> <li>• put others / self at risk of harm; and</li> <li>• require the involvement of school Administration.</li> </ul>
<b>CONSEQUENCES</b>	<ul style="list-style-type: none"> <li>• a minor consequence that is logically connected to the challenging behaviour, such as complete removal from an activity.</li> <li>• a re-direction procedure. The staff member takes the student aside and:               <ol style="list-style-type: none"> <li>1. names the behaviour that the student is displaying;</li> <li>2. asks the student to name expected school behaviour;</li> <li>3. states and explains expected school behaviour if necessary; and</li> <li>4. gives positive verbal acknowledgement for expected school behaviour.</li> <li>5. Issuing of yellow card (Appendix 1)</li> </ol> </li> </ul>	<p>Require immediate referral to Administration because of their seriousness. Staff members calmly state the major challenging behaviour to the student, remind them of the expected school behaviour, complete the Behaviour Referral Form and escort the student to Administration.</p> <p>Major challenging behaviours may result in the following consequences:</p> <p>Level 1: Time in office, referral to U-Turn Room and/or office; alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, referral to Respond Program;</p> <p>Level 2: Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school: and/or</p> <p>Level 3: exclusion from school following an immediate period of suspension.</p>

The Steps to Managing Behaviour flowchart (Diagram 8.1) illustrates how staff at Greenslopes State School respond to behaviours by students at Greenslopes. Minor and major behaviours have been aligned to our Big 6 Values (Table 8.2) to demonstrate clearly the expectations we have of students.

Diagram 8.1 – Steps to Managing behaviour

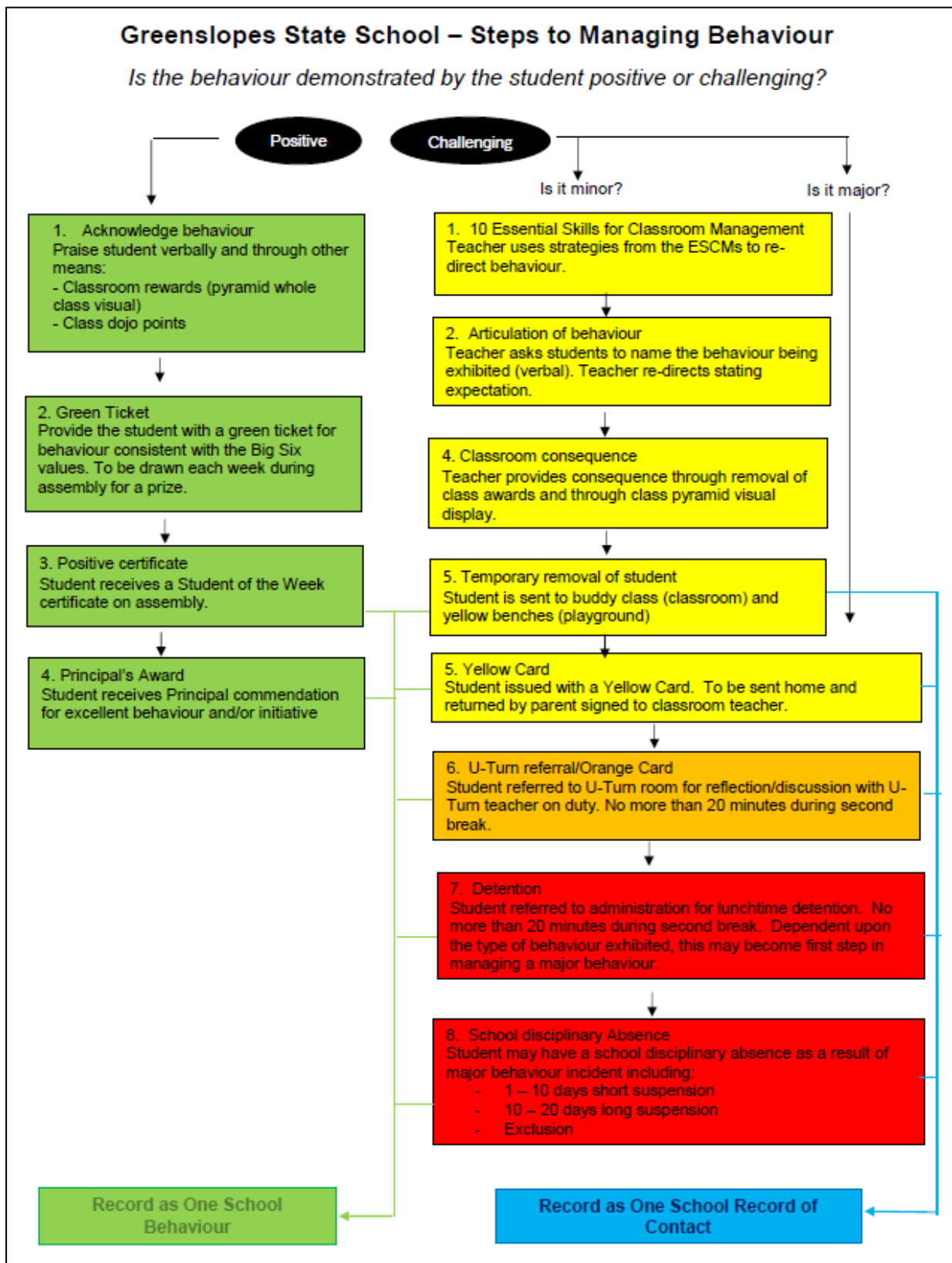


Table 8.2 Minor and Major behaviours aligned with the Big 6 Values

Big 6 Priority Area	Area	Minor	Major
Community	Classroom	<ul style="list-style-type: none"> <li>▪ writing on desks and chairs</li> <li>▪ disturbing the learning of others</li> <li>▪ not helping packing away</li> </ul>	<ul style="list-style-type: none"> <li>▪ stealing property</li> </ul>
	School	<ul style="list-style-type: none"> <li>▪ littering</li> <li>▪ excluding other students</li> <li>▪ treating others items with no respect</li> <li>▪ gossiping</li> <li>▪ writing notes about others</li> <li>▪ not leaving spaces once instructed</li> </ul>	<ul style="list-style-type: none"> <li>▪ targeting others – repeated teasing or excluding</li> <li>▪ repeated refusal to follow instructions</li> <li>▪ repeated vandalism of school property, including toilets, desks, walls</li> <li>▪ possession of weapons</li> <li>▪ inappropriate use of technology devices</li> </ul>
	Playground	<ul style="list-style-type: none"> <li>▪ rough play</li> <li>▪ taking others hats to use without permission</li> <li>▪ running on concrete or around buildings</li> <li>▪ playing without a hat</li> </ul>	<ul style="list-style-type: none"> <li>▪ deliberate hitting, biting, kicking causing serious injury</li> <li>▪ bullying – deliberate, perceived power difference, repeated teasing</li> </ul>
Opportunity	Classroom	<ul style="list-style-type: none"> <li>▪ distracting others</li> <li>▪ unprepared for lesson/activity</li> <li>▪ avoiding work tasks</li> <li>▪ refusal to work</li> <li>▪ late to class after breaks</li> <li>▪ returning notes too late or not at all</li> </ul>	<ul style="list-style-type: none"> <li>▪ constantly disrupting the learning environment</li> <li>▪ consistently refusing to work</li> </ul>
	School	<ul style="list-style-type: none"> <li>▪ loitering in incorrect areas throughout the school</li> <li>▪ ignoring instructions</li> <li>▪ touching other's property without prior approval</li> <li>▪ not sharing equipment/space</li> <li>▪ dobbing without problem solving</li> </ul>	<ul style="list-style-type: none"> <li>▪ defiance</li> <li>▪ running away from class or staff member</li> </ul>
	Playground	<ul style="list-style-type: none"> <li>▪ continuing to play after the bell</li> </ul>	

<b>Mutual respect</b>	Classroom	<ul style="list-style-type: none"> <li>▪ talking when staff members are talking</li> <li>▪ constant unproductive talking</li> <li>▪ distracted when others are presenting</li> <li>▪ jokes at inappropriate times and of an inappropriate nature</li> </ul>	
	School	<ul style="list-style-type: none"> <li>▪ ignoring first instruction from a staff member</li> <li>▪ not sharing items</li> <li>▪ using unfriendly words (e.g. <i>'I don't like you.'</i>)</li> <li>▪ talking back – verbal and physical (rolling eyes etc)</li> <li>▪ name calling</li> <li>▪ swearing as a reaction and not at another member of the school community</li> <li>▪ mobile phone switched on in any part of the school without authorisation</li> <li>▪ Not handing in devices to the school</li> </ul>	<ul style="list-style-type: none"> <li>▪ consistently using unfriendly words to others</li> <li>▪ swearing at a member of the school community</li> <li>▪ repeated vandalism of school property</li> <li>▪ using mobile phones and/or smart watches in any part of the school with the intent to: <ul style="list-style-type: none"> <li>▪ access internet/email/messaging</li> <li>▪ recording with video and audio using mobile phone</li> <li>▪ distributing video and content without authorisation</li> </ul> </li> <li>▪ spitting at members of the school community</li> </ul>
	Playground	<ul style="list-style-type: none"> <li>▪ playing in the wrong zone</li> </ul>	<ul style="list-style-type: none"> <li>▪ Vandalising/sabotaging toilets</li> <li>▪ Annoying others repeatedly</li> <li>▪ Consistently in the wrong zone</li> </ul>
<b>Resilience</b>	Classroom	<ul style="list-style-type: none"> <li>▪ using frustration to distract the class</li> <li>▪ giving up on learning</li> </ul>	
	School	<ul style="list-style-type: none"> <li>▪ using yelling or whining to solve conflicts</li> <li>▪ throwing tantrums due to consequence or not getting their own way</li> <li>▪ annoying others to gain attention</li> <li>▪ negative attitude</li> <li>▪ arguing/negotiating with staff members</li> </ul>	<ul style="list-style-type: none"> <li>▪ physical retaliation</li> <li>▪ repeated non-compliance</li> <li>▪ tantrums requiring administrative intervention</li> </ul>
	Playground		<ul style="list-style-type: none"> <li>▪ running away from staff member</li> </ul>

<b>Embracing Diversity</b>	Classroom		<ul style="list-style-type: none"> <li>▪ name calling of a racist/sexist/physical appearance nature</li> </ul>
	School	<ul style="list-style-type: none"> <li>▪ negative comments to others – belittling/humiliating</li> <li>▪ excluding others</li> </ul>	<ul style="list-style-type: none"> <li>▪ disrespectful of family backgrounds</li> </ul>
	Playground		
<b>Integrity</b>	Classroom	<ul style="list-style-type: none"> <li>▪ wearing items that are not acceptable</li> <li>▪ entering a classroom without staff member</li> </ul>	<ul style="list-style-type: none"> <li>▪ going through the desks and drawers of students and staff members without consent</li> <li>▪ multiple incidences of theft from classroom and school bags</li> <li>▪ lying frequently</li> <li>▪ theft</li> </ul>
	School	<ul style="list-style-type: none"> <li>▪ taking items from bags of classroom without permission</li> <li>▪ being closed off to conflict resolution</li> <li>▪ telling secrets/gossip</li> <li>▪ blaming others for negative behaviour</li> <li>▪ cheating at games</li> </ul>	
	Playground	<ul style="list-style-type: none"> <li>▪ following other students doing the wrong thing</li> </ul>	

## Definition of consequences

<b>Time out</b>	<p>A principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down.</p> <p>During time out, student is to be supervised and given an opportunity to re-join class in intervals of no more than 10 minutes.</p>
<b>Yellow Card</b>	<p>Issued to student outlining the inappropriate behaviour witnessed. To be sent home with student and returned the next day signed by parent/caregiver (Appendix 2).</p>
<b>U Turn reflection (Orange card reflection)</b>	<p>Two days per week a teacher is rostered onto the U Turn table during second break for no longer than 20 minutes. Students referred are to complete an Orange Card reflection sheet and will be required to be at the U Turn table for the entire 20 minutes (Appendix 3).</p>
<b>Detention</b>	<p>A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations.</p> <p>A detention is no more than 20 minutes during school lunch.</p>
<b>School Disciplinary Absences (SDA)</b>	
<b>Suspension</b>	<p>A principal may suspend a student from school under the following circumstances:</p> <ul style="list-style-type: none"> <li>▪ disobedience by the student</li> <li>▪ misconduct by the student</li> <li>▪ other conduct that is prejudicial to the good order and management of the school.</li> </ul>
<b>Individual Behaviour Plan</b>	<p>A principal may impose an Individual Behaviour Plan if the principal is reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour.</p> <p>An <i>Individual Behaviour Plan</i> requires the student to undertake a behaviour management program arranged by the school's principal. The program must be:</p> <ul style="list-style-type: none"> <li>▪ reasonably appropriate to the challenging behaviour</li> <li>▪ conducted by an appropriately qualified person</li> </ul>

	<ul style="list-style-type: none"> <li>▪ designed to help the student not to re-engage in the challenging behaviour</li> <li>▪ no longer than three months.</li> </ul>
<b>Proposed exclusion or recommended exclusion</b>	<p>A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:</p> <ul style="list-style-type: none"> <li>▪ disobedience</li> <li>▪ misconduct</li> <li>▪ other conduct that is prejudicial to the good order and management of the school, or</li> <li>▪ breach of Individual Behaviour Plan.</li> </ul>
<b>Cancellation of enrolment</b>	<p>The enrolment of a post-compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school.</p>

## School Disciplinary Absences

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

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

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

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

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



## **Re-entry following suspension**

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

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

## **Arrangements**

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

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

## **Structure**

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

Possible agenda:

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

## **Reasonable adjustments**

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

## 9. School Policies

Greenslopes State School has tailored school discipline policies designed to ensure students, staff and visitors work co-operatively 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.

### 9.1 Temporary removal of student property

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

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

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

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

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

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

\* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

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

## Responsibilities

### State school staff at Greenslopes State School:

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

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

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

## **9.2 Use of mobile phones and other devices by students**

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

Personal Technology Devices include, but are not limited to, games devices such as Portable gaming devices, laptop computers, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player, mobile telephones and bluetooth accessories (eg airpods and smartwatches), iPods® and devices of a similar nature.

All mobile phones are to be handed in and switched off to the administration before school and be collected after school.

### **Certain personal technology devices banned from school**

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

### **Confiscation**

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

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

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

### **Personal technology device etiquette**

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated



with them. However, if they are brought to school, they must be turned off and handed in to the administration.

### **Recording voice and images**

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

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

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher and through use of school provided devices. This material is not to be distributed privately or with other students, and the content must remain in school devices. This is also considered a breach of the school policy on the Use of Mobile Phones and other devices.

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

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

Students may be subject to discipline (including suspension and recommendation for exclusion) if they breach the policy by being involved in recording and/or disseminating material (through text messaging, display, internet uploading or other means) or are knowingly the subject of such a recording.

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

Information on the recording of voice and images needs to cross-referenced with the school's policy on technology and personal devices prohibited by the school found page 35 of this document.

### **Text communication**

The sending of text messages, via any format including Messenger, Instagram, What's App etc, that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS.

### **Assumption of cheating**

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

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

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

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

### **Special circumstances arrangement**

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

### **Inappropriate behaviour outside of school hours**

Students may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

*\* Personal Technology Devices include, but are not limited to the following devices; portable gaming devices, the iPhone, iPod, iPod Touch or iPad, games, laptop computers, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones and bluetooth accessories and devices of a similar nature.*

## **9.3 Preventing and responding to bullying**

### **Purpose**

Greenslopes State School strives to create positive, predictable environments for all students at all times of the day. The disciplined teaching environment that we are creating is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures

- raising achievement and attendance
- promoting equality and diversity and
- ensuring the safety and well-being of all members of the school community.

There is no place for bullying at Greenslopes State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

Bullying behaviours that will not be tolerated at Greenslopes State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours etc.

Bullying may be related to:

- race, religion or culture
- disability
- appearance or health conditions
- sexual orientation
- sexist or sexual language
- young carers or children in care.

At Greenslopes State School there is broad agreement among students, staff and parents that bullying is an observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

## **Bullying**

The agreed national definition for Australian schools describes bullying as:

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

Behaviours that do not constitute bullying include:

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

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

### **Rationale**

Research indicates that many challenging behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective responses to all challenging behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

The anti-bullying procedures at Greenslopes State School are an addition to our already research-validated school-wide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

### **Prevention**

Attempting to address specific challenging behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school-wide universal behaviour support practices will be maintained at all times. This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing challenging behaviour, including preventing the subset of bullying behaviour
- All students know the Big Six Values and have been taught the rights and responsibilities attached to each value in all areas of the school
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

Cyber-bullying often does not occur at school. Students are explicitly taught cyber-safety, for example how to safely conduct an internet search, what cyber-bullying is and what they should do if they receive unwanted messages including for example:

- Not to respond to messages but keep them to report to parents and/or teachers immediately



- Report any instances they see as a bystander of cyber-bullying to parents and/or teachers immediately.

Greenslopes State School will then investigate and respond to any incident of Cyber-bullying.

The student curriculum modules of the anti-bullying process consist of lessons taught by the classroom teacher as in accordance with the [Second Step](#)<sup>®</sup> and [Health and Physical Education](#) (HPE) Curricula. At all times, simultaneous instruction is our goal in order to maintain consistency of skill acquisition across the school.

An initial introductory lesson is delivered, which teaches the responses to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

Greenslopes State School will take part in the National Day of Action Against Bullying and Violence on the third Friday of March each year. This is to highlight the importance of bullying issues within our school community and what our school is doing to prevent this.

Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Greenslopes State School combines knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

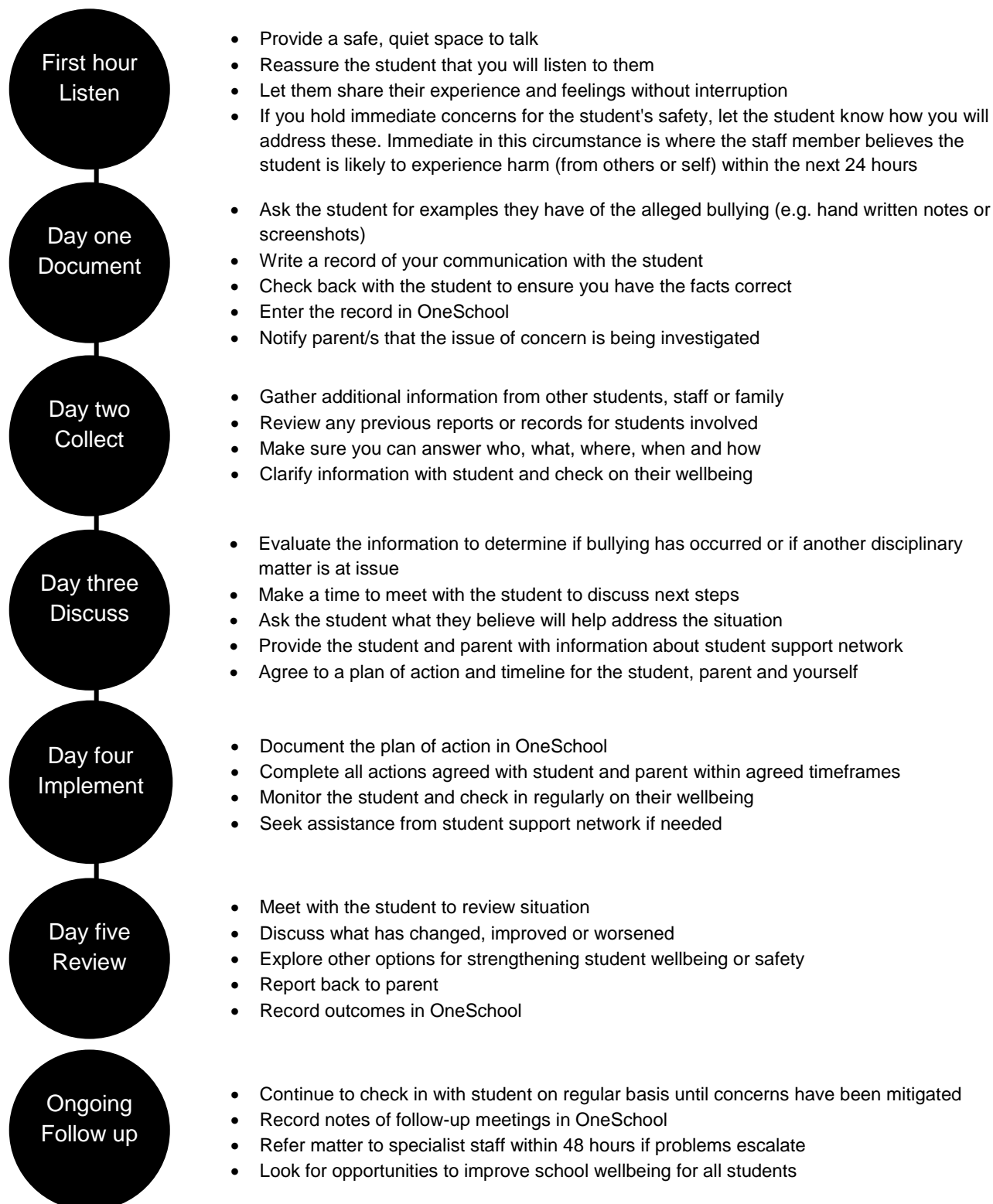
Greenslopes State School uses behavioural data for decision-making. This data is entered into our database on a regular basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

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

## Bullying response flowchart for teachers

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

Prep to Year 6 – Class teacher; Member of school Leadership Team 07 3421 2333



## 9.4 Appropriate use of social media

Students of Greenslopes State School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Only subscribing to websites age-appropriate and with their parents' permission.
- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.
- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.
- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.
- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Greenslopes State School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours. Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Greenslopes State School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

### **Cyberbullying**

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher (for students in primary year levels). Members of the school's leadership team can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

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

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

### **Laws and consequences of inappropriate online behaviour and cyberbullying**

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995* (Cth) and the *Criminal Code Act 1899* (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is “using a carriage service to menace, harass or cause offence to another person”.

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking.
- Computer hacking and misuse.
- Possession of child exploitation material.
- Involving a child in making child exploitation material.
- Making child exploitation material.
- Distribution of child exploitation material.
- Criminal Defamation.

There are significant penalties for these offences.

Greenslopes State School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Greenslopes State School expects its students to engage in positive online behaviours.

# 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](#).

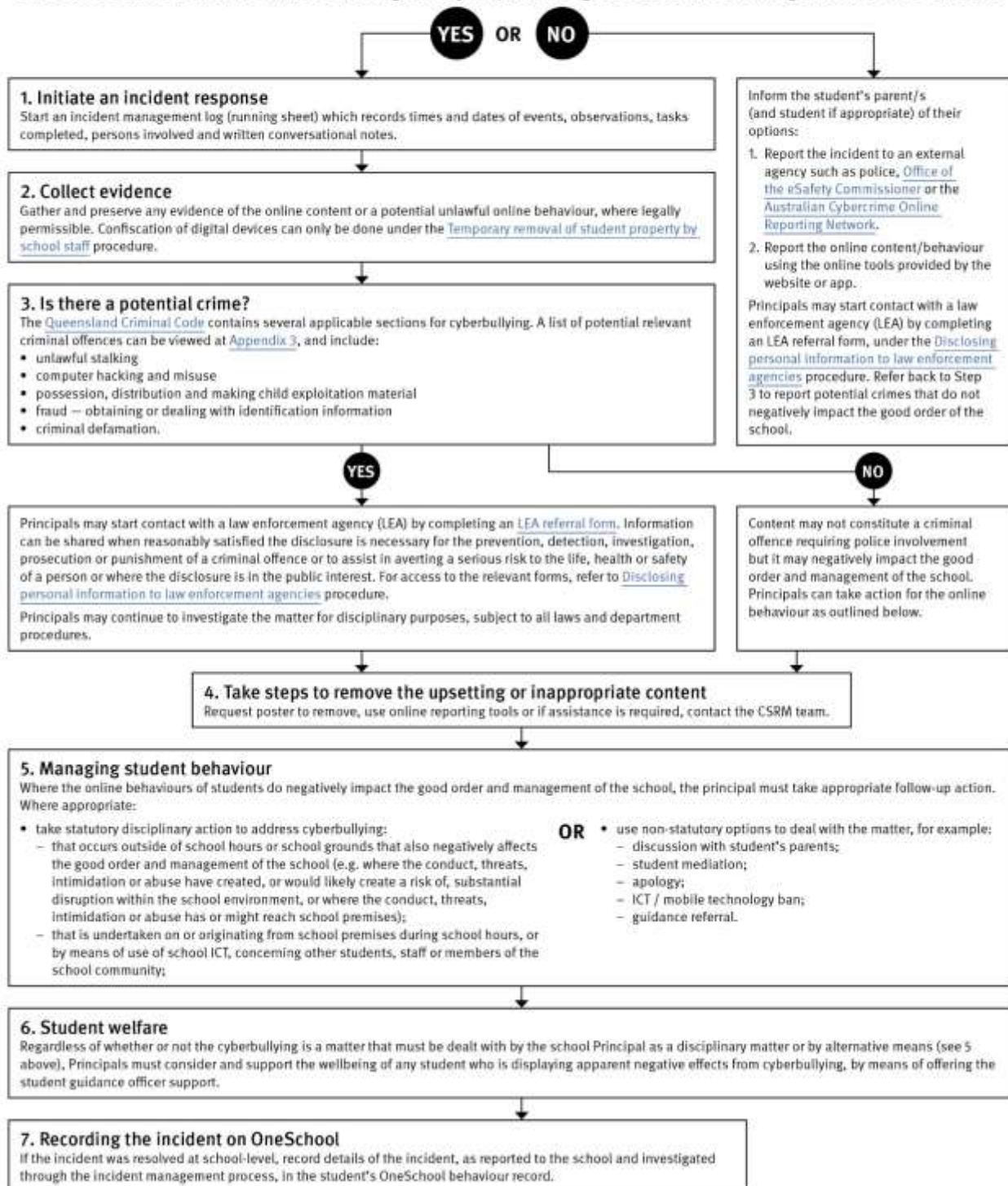
### Explicit images

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](#).

### Help

Refer to the [Online Incident management guidelines](#) for more details, or if assistance is required, contact the Cybersecurity and Reputation Management (CSRM) team on 3034 5035 or [Cybersecurity.ReputationManagement@qed.qld.gov.au](mailto:Cybersecurity.ReputationManagement@qed.qld.gov.au).

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





## 10. Restrictive Practices

School staff at Greenslopes 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 focussed 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.

## 11. 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 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 challenging 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 challenging behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

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.



## 12. Related Procedures and Guidelines

These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with students wellbeing, behaviour and learning.

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

## 13. Conclusion

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

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

As a complainant, it is your responsibility to:

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

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

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

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

**1. Early resolution:** discuss your complaint with the school

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

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

**2. Internal review:** [contact the local Regional Office](#)

If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.

**3. External review:** contact a review authority

if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at [www.ombudsman.qld.gov.au](http://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](#).

## 14. Appendices

### Appendix 1: Essential Skills for Classroom Management Checklist

#### Essential Skills for Classroom Management (ESCMs)...a checklist

##### Avoiding Off Task Behaviour

- **Establishing Expectations** Rules and consequences displayed and referred to frequently (5-6 rules max) Build rapport and routine.
- **Instruction Giving** No more than 5-7 mins, stand in one place
- **Waiting and Scanning** 5-10 secs after giving an instruction, standing still, hands behind back, watching for positive on-task behaviour
- **Descriptive Encouraging** Encourage/acknowledge on-task behaviour, "Steven has started work straight away", **only use 2 at a time**
- **Cueing with Parallel Acknowledgement** Encourage on-task behaviour, or to correct off-task behaviour, "I like the way this group has..."
- **Body Language Encouraging** Nodding, smiling, eye contact, touching students' work, thumbs up, hand movements; very effective with Indigenous students

##### Managing Off Task Behaviour

- **Selective Attending** Avoid reinforcing off-task behaviour unless unsafe or overly disruptive, allows attention to be given to students on-task; indicate **Post Lesson Discussion** if behaviour continues
- **Verbal & Non-Verbal redirecting to Learning** Body language, **Proximity, Pause in talk, Description of Reality** ("You're talking while I'm speaking"), **Individual Close Talk** ("What should you be doing?"), **Time Encouragers** ("You only have another 5 mins to finish this work"; "Students, run in and sit in front of me 5-4-3-2-1"), always use "...thanks!"
- **Giving a Choice Individual Close Talk** reminding off-task students of class rules and consequences "Your choices are to leave your hat on your head or sit out and write out the Sunsmart policy", walk away allowing 15 secs **take up time** for students to make their choice
- **Following Through** *It's not necessarily the severity of the consequence that counts, but the certainty that it will occur!* Use a Post Lesson Discussion: be confident, calm, assertive. Ask students to tell you the consequence based on class rules/consequences, detention 'contract'



Appendix 3: Orange Card Behaviour Reflection

## Orange Card Behaviour Reflection

<p><i>Community</i></p> <p>Obey rules. Look after others. Play safely without hurting others.</p>	<p><i>Opportunity</i></p> <p>Share attention, equipment, space, time. Be organised and on time. Give your best</p>	<p><i>Respect</i></p> <p>Care for the school environment. Follow instructions. Help others to succeed.</p>
<p><i>Resilience</i></p> <p>Be flexible and cooperative with changes. Work through problems. Forgive others.</p>	<p><i>Diversity</i></p> <p>Treat others well. Use polite language.</p>	<p><i>Integrity</i></p> <p>Take responsibility for you actions. Be honest.</p>

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

1. What was your inappropriate behaviour and how did it affect others?

2. Why were you behaving this way?

3. Explain how you were breaking any of the Greenslopes State School Values.

4. What could you choose to do or think to improve your behaviour?

5. What could you choose to do or think to improve your behaviour?

6. What do you believe should be a consequence if you display this behaviour again?

Student Signature: \_\_\_\_\_ Parent Signature: \_\_\_\_\_