

Robertson State School



Student Code of Conduct 2020-2023

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2020-2024

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Endorsement

Principal Name:	Margaret Berry
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Signature:



Date:	25.11.2020
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P&C President	Mel Kennedy
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Signature:



Date:	25.11.2020
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School Council Chair:	Daniel Smith
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Signature:



Date:	25.11.2020
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Purpose

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

Robertson's community values are:

- ☐ Responsibility
- ☐ Respect
- ☐ Excellence
- ☐ Integrity
- ☐ Community

Students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

The Robertson 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.

Whole School Approach to Discipline

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

PBL is an evidence-based framework used to:

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

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

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

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

RSS School-wide PBL Expectation Matrix

The first step in facilitating standards of positive behaviour is communicating those standards to all students. Robertson uses the Positive Behaviour for Learning (PBL) model and the PBL committee meets fortnightly to review behaviour data and identify classroom lessons to be taught each week in response to the data. The PBL committee provides continuous professional development to all staff consisting of an overview of the program, the referral and response process, the reporting responsibilities of staff, and details of the students being supported. 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 designed to prevent inappropriate behaviour and provide a framework for responding to unacceptable behaviour.

The school expectations are:

- Be responsible
- Be respectful
- Be safe

A set of behavioural expectations in specific settings has been developed supporting each of our three school expectations. The RSS School-wide PBL Expectations Matrix, outlines our agreed rules and specific behavioural expectations in all school settings. These expectations are communicated to students via a number of strategies, including:

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons at School Assemblies and during active supervision by staff,
- Reinforcement during classroom and non-classroom activities



RSS School-wide PBL Expectation Matrix

	Classroom Learning Spaces	Play Area/ Eating Area	Toilets	Assembly	Pick Up / Drop Off Zone	All Areas	Excursions and Gala Day
Be Respectful	Take turns listening and speaking	Show teacher immediate attention	Respect others privacy	Be a good listener	Listen to teacher instruction	Keep hands and feet to myself	Wear your school uniform with pride
	Respect others property	Play appropriately with other people's equipment	Keep toilets clean and tidy	Wait quietly for teachers instruction	Use manners when talking to adults and students	Follow directions from teachers	Show sportsmanship at all times
	Raise your hand to speak	Play fairly and take turns	Ask permission to go to the toilet during class time	Sing and stand appropriately while singing anthem	Leave a walkway for students to move to their car	Use your manners	Care for equipment and the venue
Be Responsible	Be prepared for each lesson	Wait for teachers permission before entering play area	Use toilets during break time	Always follow teacher instruction	Stay in designated area with teacher on duty	Take care of property, myself and others	Follow adults instruction
	Know and follow class rules	Put rubbish in the bin	Return to class quickly after going to the toilet	Eyes on the speaker	Be on time at the waiting area	Know the school expectations for all areas	Participate in all activities/games
	Be on time to class	Leave playground when the first bell rings	Report any problems to a teacher	Ask permission to leave assembly	Have your belongings with you	Know the lockdown and evacuation process	Know the rules
Be Safe	Walk when entering and leaving a classroom	Use sports equipment and playground safely	Walk when entering and leaving the toilets	Sit quietly and calmly	Wait inside the gate until your transport arrives	Listen to instructions given	Remain with your teacher/coach/group at all times
	Use class equipment and furniture safely	Play in the appropriate area	Wash hands carefully	Walk when entering and exiting the hall	Cross at the pedestrian crossing	Walk quietly to the left on the walkways	Be sun safe – always wear the school hat
	Seek teachers permission to leave classroom	Be sun safe – always wear the school hat	Leave toilet quickly and safely	Keep my hands and feet to myself	Walk your bike or scooter out the gate	Be in the right area at the right time	Wear a seatbelt on the bus

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

Be Responsible

- Be prepared for class
- Complete your homework and assignments on time
- Follow teacher directions
- Ask for help when you need
- Own my actions

Be Respectful

- Show respect for rules and expectations
- Show respect for property and places
- Show respect for people

Be Safe

- Keep hands and feet to myself
- Use safe behaviour in the playground and the classroom
- Be cybersafe

Students at Robertson State School are supported through the Positive Behaviour for Learning framework where positive reinforcement and a system of universal, targeted, and intensive behaviour supports is practised.

The following persons support students:

- Parents
- Teachers
- Support Staff
- Heads of Curriculum

- Pedagogical Coach
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Senior Guidance Officer
- School Chaplain

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

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- E-Safety commissioner

Parents and staff

The table below explains the PBL expectations for parents when visiting our school and the standards we commit to as staff.

Be Responsible

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.

Be Respectful

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations about school staff.	We will ensure positive behaviours are role modelled for all students.
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.

Be Safe

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You model safe behaviours to your child by keeping to the paths, crossing	We are clear about safe behavioural expectations, and teach these behaviours to the children e.g. walking

at the designated crossing, parking in the correct car park.	on the paths, putting bags in the bag racks
You reinforce school safe behaviours with your children at home e.g. say not to bullying, hands and feet to your self	We teach and model safe behaviours for dealing with bullying and harassment
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.

Consideration of Individual Circumstances

Staff at Robertson 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 equity, 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.

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

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

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- Recognising and taking into account information relevant to the students' age, gender, disability, cultural background, socio-economic situation, mental health and wellbeing, emotional state (such as individualised learning plan or individual education plan), and
- Recognising the rights of all students to:
 - express opinions in an appropriate manner and at the appropriate time
 - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation

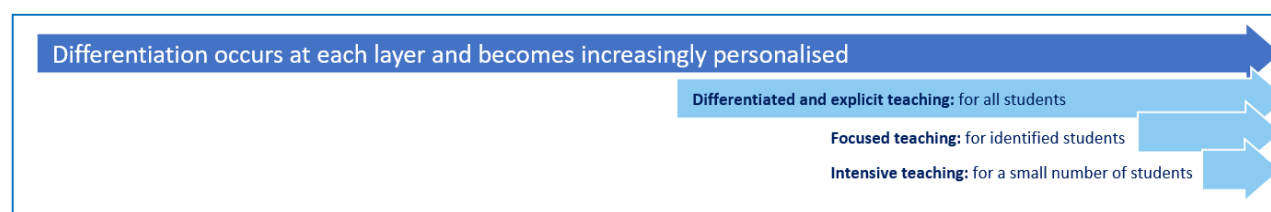
- receive adjustments appropriate to their learning and/or impairment needs to provide written or verbal statements that will be taken into consideration in the decision making processes
- ensure that processes maintain the dignity, respect, privacy and confidentiality of the student

Differentiated and Explicit Teaching (Tier 1)

Robertson 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 Robertson 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.



These three layers map directly to the tiered approach discussed earlier in the Schoolwide Approach to Discipline section. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focused teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Every classroom in our school uses the RSS School-wide PBL Expectation Matrix as a basis for developing their behaviour standards. Using this model, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

Reinforcing Expected School Behaviour

At Robertson State School communication of our key messages about behaviour are backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed through the Positive Behaviour for Learning framework. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Paw Charts

Robbie the Roo is the school mascot developed through the Positive Behaviour for Learning (PBL) framework. In each classroom teachers use the 'Paw' chart and students move to different areas on the chart during the day to encourage positive behaviour. Points are accumulated over the year and rewards presented in classrooms and on assembly.

Gotchas

Staff members hand out gotchas each day to students they observe following school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When they 'catch' a student following the rules they can choose to give them a gotcha. When students are given a gotcha, they drop it into their year level box, located centrally in the school library. This box is brought each week to assembly. Each Monday on assembly, the school captains draw a gotcha from each year level's box. The children are recognised on assembly and also receive a prize from the PBL team.

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

- Regular items are published in the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- You Can Do It (YCDI) social/emotional curriculum lessons are taught each term. YCDI also takes the name Program Achieve.
- Zones of Regulation is taught in all classrooms to regulate emotions.
- Cybersafety is taught in all classrooms to promote safe use of technology.
- Comprehensive induction programs in the Robertson State School Student Code of Conduct are delivered to new and relief staff.
- Individual learning plans (including behaviour) are developed with students, parents and relevant specialists (where appropriate) for students who demonstrate repeated inappropriate or unacceptable behaviours. This provides a personal framework of positive behaviour expectations and actions and enables staff to provide consistent strategies or adjustments across all learning environments.

Focused Teaching (Tier 2)

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

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

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

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

Robertson State School has a range of Student Support Services staff in place to help arrange and deliver focused 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:

- Functional Based Behaviour Assessments
- You Can Do It (Program Achieve)
- Zones of Regulation

For more information about these programs, please speak with the Deputy Principal P-2, Deputy Principal 3-6 or the Head of Program Inclusion.

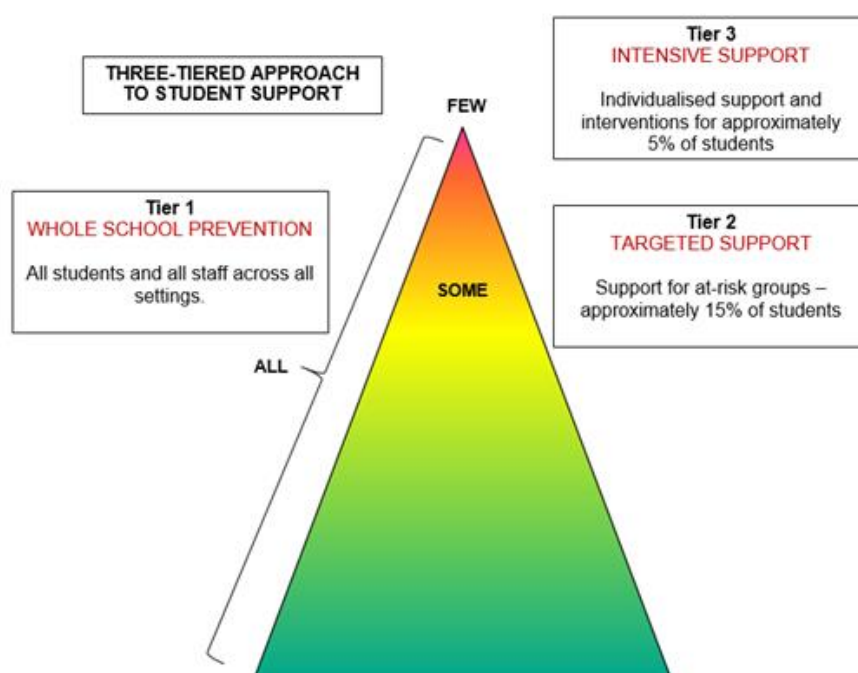
Intensive Teaching (Tier 3)

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

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

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

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



Example individual Behaviour Support Plan

Individual Behaviour Support Plan				
Student Name: Student		Year: XX	Class Teacher: AB	School: Robertson State School
Team Members: Principal, DP, Head of Program Inclusion, SEP teacher, Classroom teacher				Start Date: xx/xx/xx
Behaviours of Concern: <ol style="list-style-type: none"> 1. Non-compliant with school routine 2. Refusal to follow instructions 3. Walking around classroom 				Target Behaviours: <ol style="list-style-type: none"> 1. Follow adult instructions the first time 2. Be in the right place at the right time
PROACTIVE STRATEGIES			RESPONSIVE STRATEGIES	
Ecological Strategies Setting up for Success <ul style="list-style-type: none"> • Seated in a group of settled children for group work or with a partner beside him, at desks • Seated on a chair instead of the carpet during explicit instruction time • Class rules clearly stated, referred to frequently and revised as needed • 'Whole Body Listening' displayed and referred to in the classroom • Whole class visual daily timetable • Individual points awarded with tally on desk • Verbal instructions to be short and concise • Pre-corrections given e.g. "When we line up, we stand beside our partner and hold their hand." • Sensory tools e.g. sit and wriggle cushion, pink stress ball, noise-cancelling earmuffs • Teacher Aide to work with student at designated times • Specialist teachers to use this plan to keep student engaged in their lessons 	Positive Programming Reinforcing positives <ul style="list-style-type: none"> • Gain student's attention before speaking • Check for understanding of instructions, e.g. "What is your first job?" or "What should you be doing?" • Use First, Next, Then Chart when setting instructional tasks • Attend to appropriate behaviours using a combination of verbal acknowledgement and non-verbal gestures, e.g. thumbs up, high five • Selectively attend to inappropriate behaviours by providing a re-direction that is short, explicit and provides a choice e.g. "Student, you need to make a better choice." or "You can choose this or that" • Give controlled choices, e.g. this or that, allowing Student to choose how/ where he does the task. • Parallel praise to explicitly teach desired behaviours e.g. "Student, you have your legs crossed, bottom on the ground and lips zipped. Exactly what we need. Thanks." • Descriptive encouraging e.g. "Everyone at this table is writing" 	Incentives for trying Short term change <ul style="list-style-type: none"> • Continue to implement the whole school behaviour paw chart reward system – praise regularly with free and frequent rewards • Continue to implement the individual points system tally • Allow student to use space for reward activities (reading corner) • Maintain firm boundaries for acceptable behaviour • If student carries out appropriate behaviour praise/reward enthusiastically after compliance • Provide a choice in response to non-compliant behaviour language e.g. "Student, your choices are to ____ or ____" • Teach replacement behaviours of how and when to follow a teacher instruction e.g. "Student look at me when I am talking please" 	Managing Difficult Times Longer term change <p>If student fails to respond to teacher direction or re-direction, allow take up/thinking time of up to 1 minute. Explicitly state that he has a choice to make and then walk away e.g. "Student you can choose ____ or ____." If he then chooses to follow the direction, provide verbal/ non-verbal acknowledgement e.g. "Student, you sat on the carpet with the rest of the class. Well done!" If he does not comply, start steps. If he completes the choice/ task after implementing a step, stop there. If he continues to make poor choices, continue the steps.</p> <p><u>Steps</u></p> <ol style="list-style-type: none"> 1. First warning Give first reminder e.g. "Student, this is your first reminder. You can choose to ____ or ____." Allow take up time of 10 seconds. 2. Second warning Give second reminder e.g. "Student, your choice is ____ or _____. Choose now." Allow take up time of 5 seconds. 3. Move name down Instruct to move name down the paw chart e.g. "Student, move your name down to orange because you are making a poor choice." 4. Ask for feedback "What has made you ____?" Prompt to use respectful words. 5. Re-direct Remind of next consequence and re-frame it to a positive e.g. "If you continue ____ (behaviour) then you'll have to move your name down to red. We definitely don't want that, so let's do ____." (teacher makes choice for Student) 6. Move name down Instruct to move name down the paw chart e.g. "Student, move your name down to red because you are making a poor choice." 6. Buddy Class Student walks to Ms. Y's room. Completes reflection booklet (provided prior by teacher). Returns to class after 10 minutes. Teacher to re-enter student upon return to the classroom e.g. "what were you doing? What will you do next time?" 7. Office Teacher to ring Deputy Principal and send Student up to the office. Teacher to re-enter Student upon return to the classroom e.g. "what were you doing? What will you do next time?" 	

Principal: _____ Parent: _____ Teacher: _____ Date: _____

Supporting Resources which are provided with the Individual Behaviour Plan:

- PBL Expectations poster
- PBL Expectations explanation poster
- Paw chart
- Whole Body Listening poster
- Whole class visual timetable
- First, Next, Then chart
- Individual positive points tally photo (of system on desk)
- Rewards
- Buddy class visual reflection

Disciplinary Consequences

Responding to unacceptable behaviour

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

Re-directing low-level and infrequent problem behaviour

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then assist them to change their behaviour so that it aligns with our school's expectations. Flexibility within this process may be required to address specific individual needs.

Re-direction

Our preferred way of re-directing low-level problem behaviour is to ask students how they might meet the school expectations: being responsible, being respectful and being safe. This encourages students to reflect on their own behaviour, evaluate it against the school expectations and plan for positive change.

Paw Charts

In classrooms teachers use the Paw Charts and all students start in the square paw area at the beginning of the day, moving into the circle paw area and then star paw area for positive behaviour, and/or into the triangle paw area and then the hexagon paw area for behaviours which disrupt the classroom.

Buddy classes

Buddy classes are also used as an alternative classroom environment, where a fellow teacher will support and maintain the significance of the time out process, while providing a 'cooling off' period for the concerned parties. The allocation of Buddy classes occurs at the beginning of each school year or within the first few weeks of a new teacher taking a position. Buddy teachers regularly discuss and evaluate the system and individual student requirements

The disciplinary consequences model used at Robertson 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, detentions and rule reminders may be used by teachers to respond to low-level or minor problem behaviours.

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

Suspension and Exclusions

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 so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

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

Differentiated Response (low level/minor behaviour)

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

- Pre-correction (e.g. 'Remember, walk quietly to your seat')
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. 'Hand up when you want to ask a question')
- Rule reminders (e.g. 'When the bell goes, stay seated until I dismiss you')
- Explicit behavioural instructions (e.g. 'Pick up your pencil')
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. 'Which one do you want to start with?')
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. 'I'm not sure what is the next step, who can help me?')
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

Focused Response (escalating/repeated minor behaviour)

Targeted Behaviour Support

Each year a small number students at Robertson State School are identified through our data as needing more direct targeted behavioural support. In most cases the inappropriate or unacceptable

behaviour may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

Students identified for targeted behaviour support work with support staff and the administration to develop a behaviour plan. They attend their normal scheduled classes and activities with the appropriate identified adjustments as required. However they have increased daily opportunities to receive positive contact with adults, additional support through checking-in and checking-out with mentors, and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the program through academic support, adult mentoring or intensive social skills training.

Students whose behaviour does not improve after participation in Targeted Behaviour Support, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

Class teachers are supported by other school-based staff to address in-class problem behaviour. This may include:

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

Intensive (major/complex behaviour)

Intensive Behaviour Support

Robertson State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents/ caregivers and other relevant specialist staff. Identified students are referred to the school's Student Support Services Committee who then:

- review the case and make recommendations
- refer to the Regional Intensive Behaviour support team
- liaise with the class teacher to support learning in the classroom
- monitor the impact of support for individual students through continuous data collection and meetings with Regional personnel and class room teachers
- work with the School Administration to achieve continuity and consistency

The school leadership team work in consultation with Student Support Services Committee and Regional support staff to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)

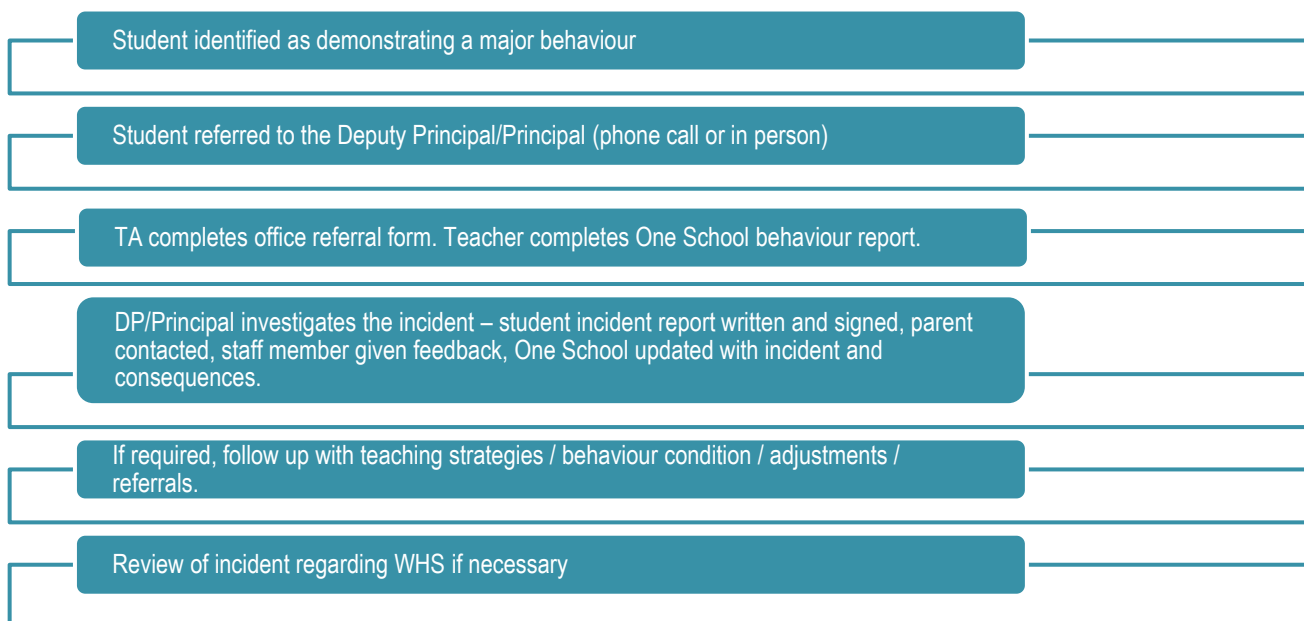
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

Consequences for inappropriate or unacceptable behaviour

Robertson State School makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. This occurs through the teaching of the foundations of PBL including YCDI (Program Achieve). When these behaviour incidents occur, it is important that consequences are predictable. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

An office referral form or One School report is completed to record major problem behaviour and the following process is followed. Students will also be required to complete an incident statement.

Robertson State School Behaviour Incident Referral Chart



Robertson State School Incident Statement

Your name: _____

Date of incident:

Time of incident: _____

Location of incident: _____

Where were you? _____

What teachers/adults were there? _____

What students were involved?

What happened?

[illegible]

Signature: _____

Date: _____

Office Referral Example

Staff Office Referral Form

Student Name: _____

Referring Teacher/Teacher Aide: _____

Date of Incident: _____

Class: _____

Major (Please tick)

Minor

Location: (please circle)

Classroom / Hall / Computer Lab / Music Room / Library / Oval / Other _____

The student is being sent to the office for displaying major inappropriate behaviour/s that does not meet school expectations, namely:

- ☐ Throwing objects
- ☐ Possession of weapons
- ☐ Serious physical aggression
- ☐ Fighting
- ☐ Possession or selling of drugs
- ☐ Leaving class without permission
- ☐ Leaving school
- ☐ Major dishonesty
- ☐ Use of mobile phones
- ☐ Offensive language
- ☐ Aggressive language
- ☐ Verbal abuse / direct profanity
- ☐ Stealing / major theft
- ☐ Wilful property damage
- ☐ Vandalism
- ☐ Major bullying
- ☐ Major disruption to class
- ☐ Blatant disrespect
- ☐ Major defiance
- ☐ Inappropriate use of personal technology devices

Incident :

Administration to investigate and determine consequence

Administration to inform Parent/Carer and record contact on One School

Class teacher to enter Office Referral details into OneSchool within 12 hours of incident.

Teacher Aides are to hand this Office Referral Form into the office for entry onto OneSchool by office staff.

Minor and Major behaviours

When responding to behaviour incidents, staff members determine if the problem behaviour is minor or major, with the following agreed understanding.

- Minor behaviour incidents are handled by staff members at the time the incident occurs. Minor behaviours are those that impact student's own wellbeing or where the act is quickly/easily addressed or resolved.
- Major behaviour incidents are referred directly to the school Administration team. Major behaviours (may include repeated acts of minor behaviours) are those which cause significant harm to the individual student or those around them and/or significant damage to property. A report of the student's behaviour is recorded in OneSchool.

Major behaviours result in an immediate referral to school Administration because of their seriousness. When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. The staff member then refers the student to Administration.

Major unacceptable behaviours may result in the following consequences:

- Level One: Time out, detention, loss of privilege, restitution, warning regarding future consequence for repeated or persistent inappropriate behaviour, referral to the chaplain. AND/OR
- Level Two: Parent contact, referral to Guidance Officer, referral for specialist behaviour services, in-school withdrawal, suspension from school, behaviour improvement conditions. AND/OR
- Level Three: Students who engage in serious unacceptable behaviours such as major violent physical assault or the use/supply or possession of weapons (including knives) or drugs may receive a Behaviour Improvement Condition or a School Disciplinary Absence (suspension or proposal/recommendation for exclusion) as a consequence for unacceptable behaviour.

Relate inappropriate or unacceptable behaviour to expected school behaviours

When responding to inappropriate or unacceptable behaviours, staff members ensure that students understand the relationship of the behaviour to expected school behaviour. One method that staff members may use to achieve this is to have students:

- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour,
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

Should an inappropriate or unacceptable behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Ensuring consistent responses to inappropriate or unacceptable behaviour

At Robertson State School, staff members authorised to issue consequences for behaviour incidents are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to behaviour incidents across the school.

Students also receive training around how to respond when other students display inappropriate or unacceptable behaviour. The courteous way to respond when a staff member redirects a student's behaviour is taught and rehearsed to reduce the impact of peer engagement in the behaviour incident.

MINOR AND MAJOR BEHAVIOUR FLOW CHART

MINOR LEVEL BEHAVIOURS

Minor behaviour that impacts student's own wellbeing or where the act is quickly/easily addressed or resolved.

Example behaviours

- Moving unsafely (e.g. running; walking while eating; pushing on equipment)
- Inappropriate use of facilities (e.g. Sand throwing; standing on seats)
- Using put-downs (e.g. teasing; name calling)
- Unfair play (e.g. refusing to accept outcomes, arguing over rules; turn-taking; sharing)
- Using inappropriate language without intent (e.g. social swearing)
- Disrespectful tone of voice or attitude (e.g. answering back)
- Minor dishonesty (e.g. lying)

TEACHER MANAGED

Support Strategies and Consequences

Teachers will apply behaviour management strategies appropriate for the situation, including, but not limited to the following:

- Clear & consistent expectations & routines
- Selective attending
- Waiting & scanning
- Using proximity
- Descriptive encouraging
- Distraction
- Redirect to learning
- 1:1 Quiet talk
- Move seat in class
- Give a warning
- Give a choice
- Logical and natural consequences (tidy up, make up time)

Behaviour Resolved

Yes

No

Restorative Practice

Teacher Managed

MAJOR LEVEL BEHAVIOURS

Major behaviours (may include repeated acts of moderate behaviours) which cause significant harm to the individual student or those around them and/or significant damage to property.

Example behaviours

- Physical Aggression (e.g. throwing furniture and dangerous equipment; fighting)
- Extreme unsafe behaviour (e.g. standing on bag racks or railings of buildings)
- Verbal Harassment (major, aggressive and intimidating)
- Physical Harassment (major, aggressive and intimidating)
- Sexual Harassment
- Bullying (incl. Cyber bullying)

ADMIN MANAGED

Support Strategies and Consequences

Administrators will determine consequences appropriate the situation, including, but not limited to the following:

- Time in office
- Restorative Conference with restitution plan
- Parent Contact/Conference
- Behaviour Plan developed
- Supported Play
- Daily behaviour monitoring sheet
- Loss of privileges
- Behaviour Support Referral
- Classroom withdrawal
- Suspension
- Community service

Behaviour Resolved

Yes

No

Restorative Practice

Conference
Suspension

School Disciplinary Absences

Student disciplinary absences (suspension and exclusion) may be considered:

- in the event of a serious, one-off behaviour incident or
- after consideration has been given to all other responses

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

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

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

Re-entry following suspension

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

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

Arrangements

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

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

Structure

The structure of the re-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 focused on making the student and their family feel welcome back into the school community.

Possible agenda:

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

Reasonable adjustments

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

School Policies

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

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

Temporary removal of student property

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

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

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

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

The following items are explicitly prohibited at Robertson 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 Robertson 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 should be called to make such a determination.

Parents of students at Robertson 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 Robertson 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 Robertson 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 Robertson 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.

Use of laptops, iPads and other digital devices by students

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

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

Responsibilities

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

It is **acceptable** for students at Robertson State School to:

- bring a mobile to school and hand it in to the office for safe keeping while they are at school
- use laptops, iPads or other digital devices for;
 - assigned class work and assignments set by teachers
 - developing appropriate literacy, communication and information skills
 - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
 - conducting general research for school activities and projects
 - communicating or collaborating with other students, teachers, parents or experts in relation to school work
 - accessing online references such as dictionaries, encyclopaedias, etc.
 - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a mobile device
- switch off and place the device out of sight during classes, before and after school, and during lunch breaks unless the device is being used in a teacher directed activity to enhance learning
- seek teacher's approval where they wish to use a device under special circumstances.

It is **unacceptable** for students at Robertson State School to:

- have a mobile phone on their person during the school day
- use a mobile phone or other digital device in an unlawful manner
- use a laptop, iPad or other device in technology-free designated spaces or times
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use device cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a digital device (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Robertson State School Student Code of Conduct. In addition, students and their parents should:

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
- access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
- the school is not responsible for safeguarding information stored by students on departmentally owned student computers or mobile devices
- schools may remotely access departmentally owned student computers or mobile devices for management purposes
- students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
- despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
- teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Preventing and responding to bullying

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

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

Robertson State School has a **Student Leadership**, with diverse representatives from each year level meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Leadership Forum are the core elements of the Australian Student Wellbeing Framework:



1. Leadership

Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.

2. Inclusion

All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.

3. Student voice

Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.

4. Partnerships

Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.

5. Support

School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

A priority for the Student Leadership Forum is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the [Queensland Anti-Cyberbullying Taskforce report](#) in 2018, and at Robertson State School we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

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 Robertson State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

Bullying response flowchart

Key contacts for students and parents to report bullying:

Prep to Year 6:	Class teacher
Deputy Principal Prep – Year 2:	Kerin Gordon
Deputy Principal Year 3 – Year 6:	Nicole Trethewey
Principal Year P - 6:	Margaret Berry

Stage 1

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

Stage 2

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

Stage 3

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

Stage 4

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

Stage 5

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

Stage 6

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

Ongoing Follow up

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

Cyberbullying

Cyberbullying is treated at Robertson 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) or the form class teacher (for students in secondary year levels). The school administration can also be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

Students enrolled at Robertson 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.

Robertson State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

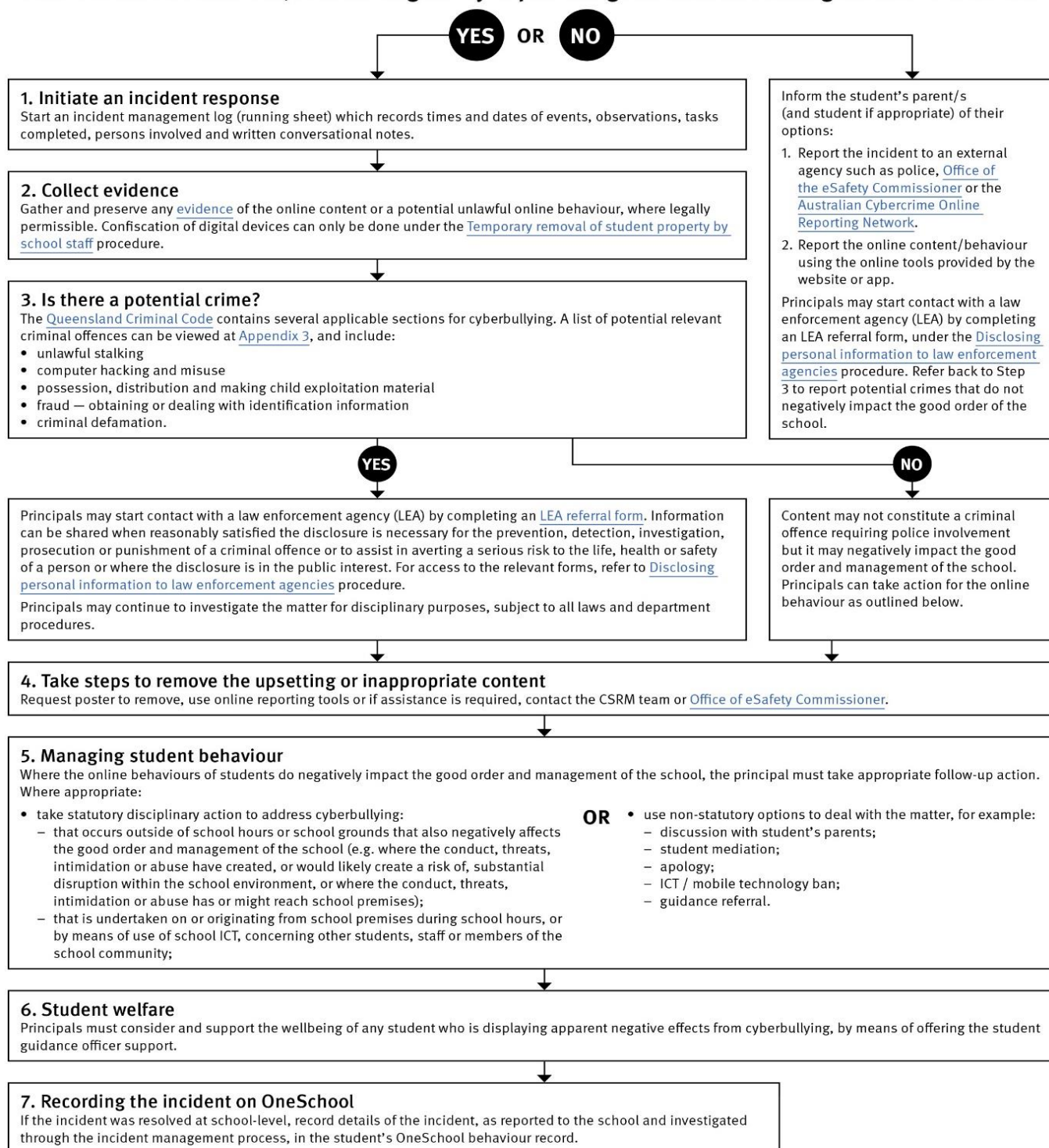
Explicit images

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

Report

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

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



Cybersafety and Reputation Management (CRM)

The Department of Education employs a dedicated team of experts to assist in maintaining the integrity of the department's reputation with regards to cybersafety and reputation management issues, effectively leading the development and implementation of departmental cybersafety processes.

This team provides **direct support for schools** to respond to concerns of inappropriate online behaviour and misuse of information and communication technology.

The team provides a [guide for parents](#) with important information about cybersafety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour.

The team has also developed a [Cyberbullying and reputation management](#) (Department employees only) resource to assist principals in incident management.

For more information about cybersafety sessions at your school, or for assistance with issues relating to online behaviour, contact the [team](#) (Department employees only).

Student Intervention and Support Services

Robertson State School recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Services Committee section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Robertson State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include internal school suspension, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

Appropriate use of social media

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (Criminal Code Act 1995 (Cth) s. 474.17). School staff may

contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

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

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

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

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

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

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

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

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

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

Critical Incidents

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe unacceptable behaviour. This consistency ensures that actions taken are responsive to the safety and well-being of students and staff.

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

Severe unacceptable behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety and well-being of the student or others is likely to be placed at serious risk.

Immediate Strategies

- Avoid escalating the unacceptable behaviour Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
- Maintain calmness, respect and detachment Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
- Approach the student in a non-threatening manner Move slowly and deliberately toward the situation or incident, 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.

Reinforcement and Correction Strategies

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

Follow Up Strategies

- Restore normal school operations as soon as possible.
- Provide post incident opportunities that include:
- Assisting any distressed student/s to access appropriate support, e.g. Guidance Officer.
- Assisting the individual 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.
- Recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.

Physical Intervention

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

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

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

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

It is important that all staff understand:

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

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

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

Any physical intervention made must:

- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to reduce the risk of harm to self or others
- take into account the age, stature, disability, understanding and gender of the student

Record keeping

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- School Incident Report
- Student Record of Incident (a record of the incident as per process for Natural Justice).

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

A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action (e.g. in the community, on the road). The aim in these situations is to bring the behaviour of the student under rapid and safe control. It is not a time to try and to punish or discipline the student; it is a crisis management period only.

Staff should follow the documented plan for any student involved in regular critical incidents, which should be saved and available for staff to review in OneSchool.

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

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.
5. Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations