



Gladstone Central State School

Student Code of Conduct

2020-2022



Purpose

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

The Gladstone Central 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 participate positively and experience success and staff enjoy a safe and supportive workplace.

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Endorsement

Principal Name: Leanne Martin

Principal Signature:

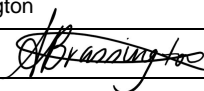
Date: 08/12/2020



P/C President: Amy Brassington

P/C President Signature:

Date: 08/12/2020



Review Statement

The Gladstone Central State School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. In line with the four yearly review through the School Planning, Reviewing and Reporting cycle and updated annually as required.

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Principal's Foreword

Since 1861, Gladstone Central State School has continually been regarded as a high performing school community built on hard earned and fiercely protected adherence to high expectations of behaviour and learning supported through traditional family values.

Through educational excellence, we are committed to developing future focused critical thinkers in an educational environment where high expectations of student behaviour is seen as the foundation to all learning. Our goal is to instil in all young people a curiosity and love for learning, and to foster the individual talents of each student to allow them to reach their full potential.

The core values of Gladstone Central State School are the foundation of our goal to develop learners who have 'Kind Hearts, Brave Spirits and Fierce Minds and we promote success through the following behaviour expectations:

Learn, Care, Respect, Cooperate & Act Safe



These values have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be global citizens who are confident, self-reflective, valued members contributing positively to society. Our school staff believe that communication and positive connections with other people are the most valuable skills our communities need now and in the future.

This document provides a collaborative and clear explanation of what we expect from our students and how we will support every student to meet those expectations.

P&C Statement of Support

As president of the Gladstone Central State School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Mrs Leanne Martin and Ms Jo Mossop and Learning Hub team has ensured that all parents have opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the Gladstone Central State School Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

We encourage all parents to familiarise themselves with the Gladstone Central 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.

It is in harmony with the school that we can collaboratively work to ensure all students are safe and supported to meet their individual social and learning needs.

Students Statement

On behalf of the student body at Gladstone Central State School, we endorse the Student Code of Conduct for 2020. We have represented students on the student council, provided feedback on draft materials and put forward the views of our peers on a range of issues affecting their lives at school. Throughout the year, we will continue to work with the school leadership team and the on how the Student Code of Conduct is working, identify areas for improvement and present alternative options or suggestions for consideration.

Learning and Behaviour Statement

Gladstone Central State School believes strong, positive relationships between all members of our school are the foundation to supporting the success of all students. It believes in inclusive education so that students can access and fully participate in learning, alongside their similar-aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs.

Our staff are committed to delivering a high quality of education for every student that aligns our vision (Kind hearts, Brave spirits, Fierce Minds) to our values.

- Learn
- Care
- Respect
- Cooperate
- Act Safe.

A student needs to be socially and emotionally 'ready to learn' to maximise the success of academic education programs. The personal and social capabilities of the Australian Curriculum are actively taught via our Inquiry units and programs such as 'Zones of Regulation', 'High 5' and the 'Learning Curve – years 4 to 6'.

Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable.

Student Wellbeing

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

Curriculum and pedagogy

Schools build the foundations for wellbeing and lifelong learning through curriculum embedding [personal and social capabilities](#) (self-awareness, self-management, social awareness and social management) in the implementation of the [P–12 curriculum, inquiry, 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 Gladstone Central State School, we provide; inquiry, age-appropriate programs that promote positive relationships, social and emotional development. (Zones of Regulation, Weekly Wellbeing focus, High 5 strategy).

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

Gladstone Central 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

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**).

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

PBL Expectations

At Gladstone Central State School we communicate the behaviours we want students to demonstrate at school. Communicating behavioural expectations is a strategy directed towards all students designed to prevent problem behaviour and provide a framework for responding to unacceptable behaviour.

Students are expected to:

- attend school on every school day, on time, ready to learn and participate actively in the school's education program
- take responsibility for their own behaviour and learning
- demonstrate respect for themselves, other members of the school community and the school environment/property and show tolerance towards other students and staff
- behave in a manner that respects the rights of others, including the right to learn
- cooperate with staff and comply with requests or directions given
- meet home reading requirements and wear school's uniform
- abide by school rules as outlined in the Schoolwide GCSS expectations matrix

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

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

GCSS EXPECTATIONS MATRIX

Learn	<ul style="list-style-type: none"> strive for success participate complete assignments or tasks listen attentively 	<ul style="list-style-type: none"> accept constructive criticism use time effectively when working alone or with others study hard and practice follow directions 					
	Classroom	Tuckshop	Toilets	Pathways	Buses	Computer Lab/Library	School Grounds
Care	<ul style="list-style-type: none"> work neatly Use equipment appropriately Socially distance 	<ul style="list-style-type: none"> Exhibit good manners 	<ul style="list-style-type: none"> Flush the toilet Dispose of rubbish in appropriate bins Wash hands 	<ul style="list-style-type: none"> Pick up litter 	<ul style="list-style-type: none"> Exhibit good manners 	<ul style="list-style-type: none"> Use equipment appropriately 	<ul style="list-style-type: none"> Pick up litter Dispose of rubbish in appropriate bins
Respect	<ul style="list-style-type: none"> Follow directions Use appropriate language Use an appropriate tone 	<ul style="list-style-type: none"> Follow directions Listen to adults 	<ul style="list-style-type: none"> Respect the privacy of others Keep the facilities clean 	<ul style="list-style-type: none"> Keep hands & feet to yourself Observe personal space Give way to adults Use your quiet inside voice 	<ul style="list-style-type: none"> Follow directions Wait in line Listen to the bus driver Use appropriate language 	<ul style="list-style-type: none"> Follow directions Use your quiet inside voice Raise your hand to be recognized 	<ul style="list-style-type: none"> Follow adult directions Use appropriate language
Cooperate	<ul style="list-style-type: none"> Employ active listening Wait your turn to speak Participate actively 	<ul style="list-style-type: none"> Stay in designated area Clean up your eating area Wait in line 	<ul style="list-style-type: none"> Do your business & leave 	<ul style="list-style-type: none"> Go straight to your destination 	<ul style="list-style-type: none"> Stay seated while the bus is moving Keep your body and belongings inside the bus Share seats 	<ul style="list-style-type: none"> Follow library and computer lab rules Use equipment correctly Access only appropriate websites 	<ul style="list-style-type: none"> Obey fire drill procedures Share equipment
Act Safe	<ul style="list-style-type: none"> Keep your hands & feet to yourself Remain in assigned location Sanitize before entering 	<ul style="list-style-type: none"> Wait in line for your turn Enter and exit in orderly fashion Socially distant 	<ul style="list-style-type: none"> Report problems, vandalism, etc. 	<ul style="list-style-type: none"> Walk on concrete Wear appropriate shoes at all times 	<ul style="list-style-type: none"> Enter and exit in an orderly fashion Stay in your seat Report any incidents 	<ul style="list-style-type: none"> Enter and exit in orderly fashion Stay in your seat Report any incidents 	<ul style="list-style-type: none"> Use equipment correctly Use the High 5 strategy Sanitize hands before/after eating and playing

Each classroom will have their own class rules that reflect the schoolwide expectations to help students understand and meet the expectations. Class rules will have the following characteristics.

- Recommended to be 3 to 6 rules
- Rules will be stated positively
- Rules will be discussed with students (Co-constructed)
- Each rule will be clearly defined
- Rules displayed prominently
- Used consistently
- Use rules to teach social and emotional skills needed for school success.

OUR CLASS RULES (Eg 1)	
Follow all school behaviour expectations	
Learn	<ul style="list-style-type: none"> 'I can' attitude Strive for success
Care	<ul style="list-style-type: none"> Speak nicely
Respect	<ul style="list-style-type: none"> Follow directions
Cooperate	<ul style="list-style-type: none"> Use active listening
Act Safe	<ul style="list-style-type: none"> Keep my hands and feet to self Use the 'High 5' strategy

OUR CLASS RULES (Eg 2)	
Follow all school behaviour expectations	
Learn	<ul style="list-style-type: none"> Do your best work
Care	<ul style="list-style-type: none"> Look after belongings
Respect	<ul style="list-style-type: none"> Use your manners Raise your hand to speak
Cooperate	<ul style="list-style-type: none"> One person speaks
Act Safe	<ul style="list-style-type: none"> Sanitize before/after eating and playing

OUR CLASS RULES (Eg 3)	
Follow all school behaviour expectations	
Learn	<ul style="list-style-type: none"> Try to do our best and never give up Bookwork is well presented and organised
Care	<ul style="list-style-type: none"> Listen to instructions and follow them promptly
Respect	<ul style="list-style-type: none"> Respect the rights of others and allow them to learn without disruption
Cooperate	<ul style="list-style-type: none"> Use equipment safely and for its correct purpose
Act Safe	<ul style="list-style-type: none"> Inform the teacher when something is dangerous or makes us feel uncomfortable

Parents/Caregivers and Staff

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

Learn

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use Skoolbag and the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.
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.

Care

<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.

Respect

<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 at home 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.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.

Cooperate

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.

Act Safe

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You will support your child to wear the correct uniform daily.	We will promote sun safety and support families to access the expected uniform.
You will use appropriate language and tone towards all students and staff.	We will work with the school community to build a safe, positive and supportive learning environment.
You notice when others need help, parents, staff and students, and ask if there is anything you do to assist.	We will check in with you about your child's needs or any support your family may require.

Whole School Approach to Discipline

Gladstone Central State School uses Positive Behaviour for Learning (PBL) strategies and processes 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:

- Provide a safe, caring, respectful and cooperative learning environment for all students, staff and the school community.
- 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 Gladstone Central 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 and inclusive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

Through our whole school approach, shared expectations for student behaviour are clear to everyone, assisting Gladstone Central State School to create and maintain a positive, engaging 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.

These shared views and consistent approaches assist Gladstone Central State School staff and parents to be proactive rather than reactive to student 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.

Consideration of Individual Circumstances

Staff at Gladstone Central 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.

Multi-Tiered Systems of Support

Gladstone Central 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>All students (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves:</p> <ul style="list-style-type: none"> teaching behaviours in the setting they will be used being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account

	<ul style="list-style-type: none"> • providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them • asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.
2	<p>Targeted instruction and supports for some students (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>Tier 2 supports 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 Positive Behaviour for Learning (PBL) expectations. 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"> • there is a clear connection between the skills taught in the interventions and the school-wide expectations. • interventions require little time of classroom teachers and are easy to sustain • variations within each intervention are limited • interventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need).
3	<p>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.</p> <p>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:</p> <ul style="list-style-type: none"> • PREVENT problem behaviour • TEACH the student an acceptable replacement behaviour • REINFORCE the student's use of the replacement behaviour • MINIMISE the payoff for problem behaviour. <p>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.</p>

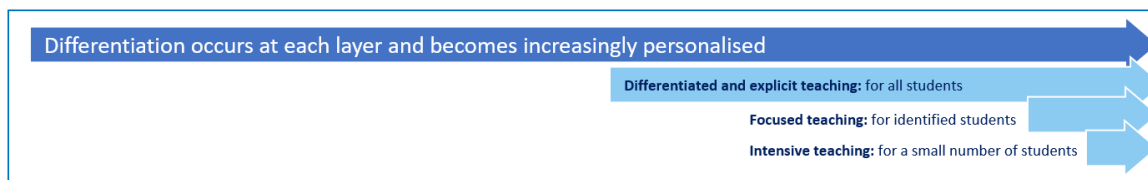
Differentiated and Explicit Teaching

Gladstone Central 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 Gladstone Central 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 Learning and Behaviour section. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Focused Teaching

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

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

Support staff, including guidance officer, chaplain and teachers with specialist expertise in learning, recognising and understanding emotions (Zones of Regulation), work collaboratively with class teachers at Gladstone Central State School to provide focused teaching.

Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

- No longer require the additional support
- Require ongoing focussed teaching
- Require intensive teaching.

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, 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.

Student Support Network (SAIL – Student Assistance In Learning)

Gladstone Central State School is proud to have a comprehensive SAIL team in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Students can approach any trusted school staff member at Gladstone Central State School to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate representative of the SAIL team.

Role	What they do
Principal	<ul style="list-style-type: none">Monitors staff and student wellbeing.Supports families and the community through the P&C and school events.Oversees the SAIL Team.
Guidance Officer	<ul style="list-style-type: none">Provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting.Assists students with specific difficulties, acting as a mediator or providing information on other life skills.Liaises with parents, teachers, or other external health providers as needed as part of the counselling process.
Deputy Principal	<ul style="list-style-type: none">Monitors attendance, behaviour and academic data to identify areas of additional need.
Head of Curriculum	<ul style="list-style-type: none">Provides curriculum support and advice for students, staff and parents in order to enhance the educational experience for Indigenous and non-Indigenous students.
HoD of Inclusion	<ul style="list-style-type: none">Leadership of SAIL to promote an inclusive, positive school culture.
School Chaplain	<ul style="list-style-type: none">Provides individual and, at times, group support to students to assist their engagement with education and wellbeing.

Legislative Delegations

Legislation

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

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

Delegations

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

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

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

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

Disciplinary Consequences

The role of disciplinary consequences is to assist students to understand behavioural expectations and to learn more acceptable ways of interacting and engaging with others.

Consequences are to be applied to:

- provide the opportunity for all students to learn
- ensure the safety of staff and students

The consequences should be:

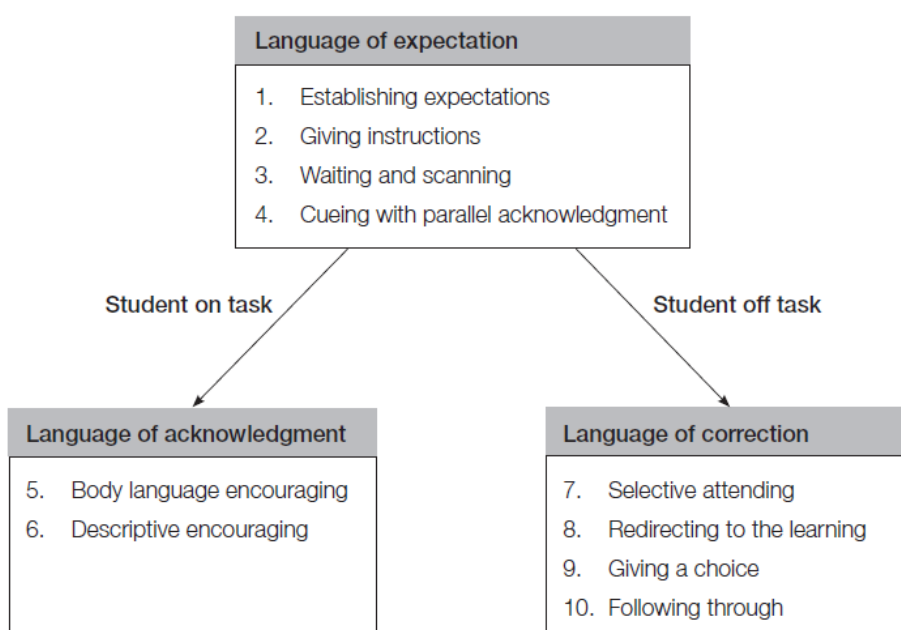
- logically tied to the problem behaviour
- focused on teaching or re-teaching students appropriate ways to meet their needs
- evaluated for effectiveness using behavioural data
- applied consistently by staff with consideration of individual circumstances

The disciplinary consequences model used at Gladstone Central State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations. The **Responsive Behaviour Flowchart** describes the behaviour that is expected and the types of disciplinary consequences that may be used to respond to different behaviour.

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

Positive behaviour support strategies are used in order to avoid escalation. Essential Skills of Behaviour Management informs the language of expectation, acknowledgement and correction.

Management focused language: Essential Skills



Adapted from: (Richmond 1995)

Responsive Behaviour Overview

Is student responsible for their own actions and the manner in which they respond to situations?

Yes

What type of behaviour has occurred?

N

0

Response to all student behaviour is: calm, brief, immediate, private, give processing time and monitor.

EXPECTED BEHAVIOUR	RECORDABLE BEHAVIOUR (One School)	REFERRAL BEHAVIOUR (Red Card)
LEARN	<ul style="list-style-type: none"> Refusing to work Not being punctual (eg: lateness after breaks) Disrupting others learning by – silly noises, talking, out of seat, yelling. Disrupting own learning – off task, refusing to have a go Plagiarism 	<ul style="list-style-type: none"> Plagiarism Pattern of unexplained absences Major or persistent disruption to class Blatant disrespect/ refusal to follow directions Recycling of others work as your own Persistent non-compliance with routine Persistent refusal to participate in program of instruction
CARE	<ul style="list-style-type: none"> Wear clothing that is not within the dress code guidelines Tampering with someone else's property Lack of care for the environment Petty theft 	<ul style="list-style-type: none"> Refusal to comply with school dress code. Stealing / major theft Wilful property damage/ Vandalism
RESPECT	<ul style="list-style-type: none"> Mobile phone observed in the school without authorisation Inappropriate use of personal technology devices or social networking sites Minor dishonesty Swearing Answering back regularly Verbal abuse of others name calling Inappropriate language (written/verbal) Disrespectful Inappropriate use of the toilet facilities 	<ul style="list-style-type: none"> Repeated rude gestures Use of a mobile phone without authorisation Serious, or continued, inappropriate use of personal technology devices or social networking sites Major dishonesty that has a negative impact on others Verbal abuse / directed profanity towards staff or students Repeated rude gestures Continued arguing with staff
COOPERATE	<ul style="list-style-type: none"> Minor disruption to class Failure to follow staff instructions/directions Minor defiance Non-compliance or Unco-operative behaviour Minor bullying / victimisation/ harassment Isolated harassment of staff or students 	<ul style="list-style-type: none"> Deliberate and continued swearing Aggressive language Major bullying / victimisation /harassment Major defiance Other conduct prejudicial to the good order of school Continued harassment of staff or students
ACT SAFE	<ul style="list-style-type: none"> Minor physical contact Incorrect use of equipment Throwing objects across classroom with no intent to harm Rocking on chairs No hat/shoes, no play Rough play Running on pathways Tackling Not in the right place at the right time. 	<ul style="list-style-type: none"> Serious physical aggression Continued fighting or bullying (emotional, verbal, physical) Throwing objects at a person harming them Possession of prohibited items Possession of weapon Physical interference with others Leaving class without permission Leaving school without permission
ACKNOWLEDGEMENT PLAN	CORRECTION PLAN (Differentiated and Explicit)	INTERVENTION PLAN (Focussed/Intensive)
OPTIONS Tier One: Classroom <ul style="list-style-type: none"> Behavioural expectations, classroom organisation, differentiated teaching, positive relationships Explicit teaching of social skills Positive reinforcement -praise/ thumbs up, time with preferred adults or peers, earn privileges or a leadership role, access to a preferred activity, award points or tokens, inexpensive tangible rewards, good note/phone call home. Active engagement – track students called on, choral responses, response 	TEACHER/STAFF APPLIED OPTIONS Tier One: Consistent and fair consequences <ul style="list-style-type: none"> Corrective feedback – describe observed behaviour, review or re-teach expected behaviour Targeted skills teaching for whole class Rule Reminders Give 'take-up' time for student to process instruction Prompt student to take a break or cool down time Discussion on logical consequences. Provide positive choice of task order Restorative conversations - individual meeting 	ADMINISTRATION OPTIONS Tier Two: <ul style="list-style-type: none"> Parent contact Targeted skills teaching in small group Withdrawal from class – time in office Withdrawal from playground, alternate lunchtime activities Loss of privilege eg. removal from rep. sport Restitution(apology/repair damage) Peer mediation/resolution meeting as required



Queensland Government

<p>cards, gestural responses, guided notes, share in pairs,</p> <ul style="list-style-type: none"> Active supervision – move, scan, interact <p>School</p> <ul style="list-style-type: none"> participation in school activities eligible for leadership positions Recognition system Student of the Week ‘Steering for Success’ cards – gotchas Tall Poppies <p>Documenting positive incidents in Oneschool & contact with parents</p> <p>Language of Expectation</p> <ul style="list-style-type: none"> Establishing expectations Giving instructions Waiting and scanning Cueing with parallel acknowledgment <p>Language of acknowledgement</p> <ul style="list-style-type: none"> Body language encouraging Descriptive encouraging 	<ul style="list-style-type: none"> Re-positioning within room Loss of some play, yellow spot Restriction or removal of in-class privilege Use of Monitoring system Teacher /Parent Contact Model appropriate language, problem solving and verbalise thinking process Autism Hub Functional Behaviour Analysis Tool Incomplete work sent home to be completed (Parent contact for this) Phone parent/guardian – incorrect uniform <p>Language of correction</p> <ul style="list-style-type: none"> Selective attending Re-direction to the learning Giving a Choice Following through. 	<ul style="list-style-type: none"> Discussion regarding future consequence Monitoring program (daily/weekly) Referral to Guidance Officer for assessment and specialist support Check in - Check Out strategy Principal/DP/HoC/HoDi monitoring card Referral to Student Support Services for team based problem solving Temporary removal of student property (e.g. mobile phone) <p>Tier Three:</p> <ul style="list-style-type: none"> Referral to SAIL Team Individual Behaviour Support Plan Functional Behaviour Assessment Part time educational program Case Management - Stakeholder meeting with parents and external agencies Behaviour risk assessment tool (BRAT) Discipline Improvement Plan (DIP) Short term suspension (up to 10 school days) Long term suspension (up to 20 school days) Charge related suspension Suspension pending exclusion / Exclusion <p>Students who engage in very serious problem behaviours such as causing harm to other students or to staff, the principal may determine that a school suspension or exclusion is necessary</p>
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**The individual circumstances of each case will be taken into account when deciding upon and applying consequence.

Yes IMPROVEMENT IN STUDENT BEHAVIOUR FOLLOWING CONSEQUENCES? No

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

Differentiated

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

- Pre-correction (e.g. “Remember, walk quietly to your seat”)
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. “Hand up when you want to ask a question”)
- Rule reminders (e.g. “When the bell goes, stay seated until I dismiss you”)
- Explicit behavioural instructions (e.g. “Pick up your pencil”)
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class wide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second ‘take-up’ time for student/s to process instruction/s
- Reduce verbal language
- 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)

Focussed

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student discipline improvement plan)
- Targeted skills teaching in small group
- Behavioural contract or monitoring card
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to SAIL team for discussion and problem solving
- Stakeholder meeting with parents and external agencies
- Time in office
- Alternate lunchtime activities
- Loss of privilege

Intensive

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

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- 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.

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 Gladstone Central 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 Gladstone Central 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 or caregivers, 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/caregiver.

Structure

The structure of the re-entry meeting should follow a set agenda and is focussed on making the student and their family feel welcome back into the school community.

Set 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/caregiver 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 may also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

Gladstone Central 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 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 Gladstone Central 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, bullets)
- 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)
- Inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda)
- Poisons (e.g. weed killer, insecticides)

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

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

Responsibilities

State school staff at Gladstone Central 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 Epi Pen 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 Gladstone Central State School

- Ensure your children do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - Is prohibited according to the Gladstone Central 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 Gladstone Central 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 Gladstone Central 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 when it is available for collection.

Use of mobile phones and other devices by students

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

Gladstone Central State School has determined that explicit teaching of responsible use of technology is a critical component of digital literacy. The knowledge and confidence to navigate and use digital technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

The use of technology and personal technology devices at school

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

Personal Technology Devices include, but are not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, Nintendo Switch, PDAs, cameras and/or voice recording devices (whether or not integrated with a mobile phone or other device), mobile telephones, Smart Watches, iPods® and devices of a similar nature.

Students must not bring valuable personal technology devices (unless they are part of the BYOD scheme) like ipads, laptops, cameras, to school as there is a risk of damage or theft. Such devices will be stored/locked in admin and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

Permitted personal technology devices used contrary to this policy on school premises will be removed and stored in the school office. They will be made available for collection 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.

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 Gladstone Central 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/capture 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.

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.

Text communication

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

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 Principal.

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Gladstone Central 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

Gladstone Central 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.

VISION	Gladstone Central focus	MESSAGES	AIMED AT
STRIVE	I am the Majority	<ul style="list-style-type: none"> • Be respectful • Be Responsible • Be Safe 	For all
THINK	I can make a difference	<ul style="list-style-type: none"> • Be Positive • Try Something • Report 	How to respond individually
CREATE	I am an Upstander	<ul style="list-style-type: none"> • Be supportive • Interrupt • Tell someone • Speak Up 	To help others




STRIVING
We all work together to learn and be the "best" that we can be

I am the majority

Be Respectful Treating others with respect
Acting with confidence


Be Responsible Taking responsibility for own behaviour
Getting along


Be Safe Being empathetic
Seeking assistance




THINKING
I am responsible for my thinking/feeling/behaving

I can make a difference

Be Positive 

Try Something 

- Act unimpressed
- Talk friendly
- Talk firmly
- Walk away

Report 




CREATING
I am not a silent bystander

I am an upstander

Be supportive 

Interrupt 

Tell someone 

Speak Up 

Gladstone Central State School has a *Student Council*, 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 Council 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 Council 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 Gladstone Central 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 Gladstone Central State School, our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

The following table explains the actions Gladstone Central 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.

Bullying response steps for teachers

Listen	<ul style="list-style-type: none"> • 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
Document	<ul style="list-style-type: none"> • Ask the student for examples they have of the alleged bullying • Check back with the student to ensure you have the facts correct • Notify parent/s that the issue of concern is being investigated
Collect	<ul style="list-style-type: none"> • Gather additional information • Make sure you can answer who, what, where, when and how • Clarify information with student and check on their wellbeing
Discuss	<ul style="list-style-type: none"> • Make a time to meet with the student to discuss next steps • Ask the student what they believe will help address the situation • Agree to a plan of action and timeline
Implement	<ul style="list-style-type: none"> • Complete all actions agreed with student and parent within agreed timeframes • Monitor student and check in regularly on their wellbeing
Review	<ul style="list-style-type: none"> • Meet with the student to review situation • Discuss what has changed, improved or worsened • Report back to parent
Ongoing	<ul style="list-style-type: none"> • Continue to check in with student on regular basis until concerns have been mitigated

ARE YOU UPSET ABOUT HOW YOU ARE BEING TREATED ?

Responding to rude, mean or bullying behaviour

Are you being teased, threatened or excluded by others?



Can I deal with this problem?

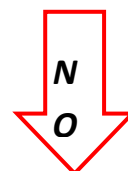
1. Act unimpressed
2. Talk friendly
3. Talk firmly - Tell them nicely that you don't like what they are doing
4. Walk away - talk to someone else

Are you a witness to rude, mean or bullying behaviour?



Can I be an upstander and help?

- Be supportive
- Interrupt
- Tell someone
- Speak Up



Are you being

- Pushed, hit or kicked
- Belongings stolen, mistreated or damaged ?



Tell someone who you trust

- Trusted adult
- Teacher
- Parent
- Friend

What Else Can I Do?



TO AVOID BULLYING ...

- Examine own behaviour
- Network of friends
- Avoid location/people
- Be kind/calm
- Control your thinking



TO DEAL WITH BULLYING ...

- Be Positive - confident
- Try Something
 - Act Unimpressed
 - Talk friendly
 - Talk firmly
 - Walk away
- Report

STRIVING
We all work together to learn and be the "best" that we can be

I am the majority

Be Respectful Treating others with respect
Acting with confidence

Be Responsible Taking responsibility for own behaviour
Getting along

Be Safe Being empathetic
Seeking assistance

Cyberbullying

Cyberbullying is treated at Gladstone Central 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.

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 Gladstone Central 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.

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.

Student Intervention and Support Services

Gladstone Central 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 SAIL 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 Gladstone Central 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.

Gladstone Central State School – Anti-Bullying Compact

The Anti-Bullying Compact provides a clear outline of the way our community at Gladstone Central State School works together to establish a safe, supportive and disciplined school environment. This compact is provided to all students and their parents upon enrolment, and may be revisited with individual students if particular problems around bullying arise.

Gladstone Central State School – Anti Bullying Compact

We agree to work together to improve the quality of relationships in our community at Gladstone Central State School. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of bullying, and improve the quality of the schooling experience for everyone.

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.

We believe that no one deserves to be mistreated and that everyone regardless of race, colour, religion, immigration status, nationality, size, gender, popularity, athletic capability, academic outcomes, social ability, or intelligence has the right to feel safe, secure, and respected.

I agree to:

- Treat everyone with kindness and respect.
- Abide by the school's anti-bullying policies and procedures.
- Support individuals who have been bullied.
- Speak out against verbal, relational, physical bullying and cyber bullying.
- Notify a parent, teacher, or school administrator when bullying does occur.

Student's signature

Parent's signature

School representative signature

Date



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. 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.

Gladstone Central 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](#).

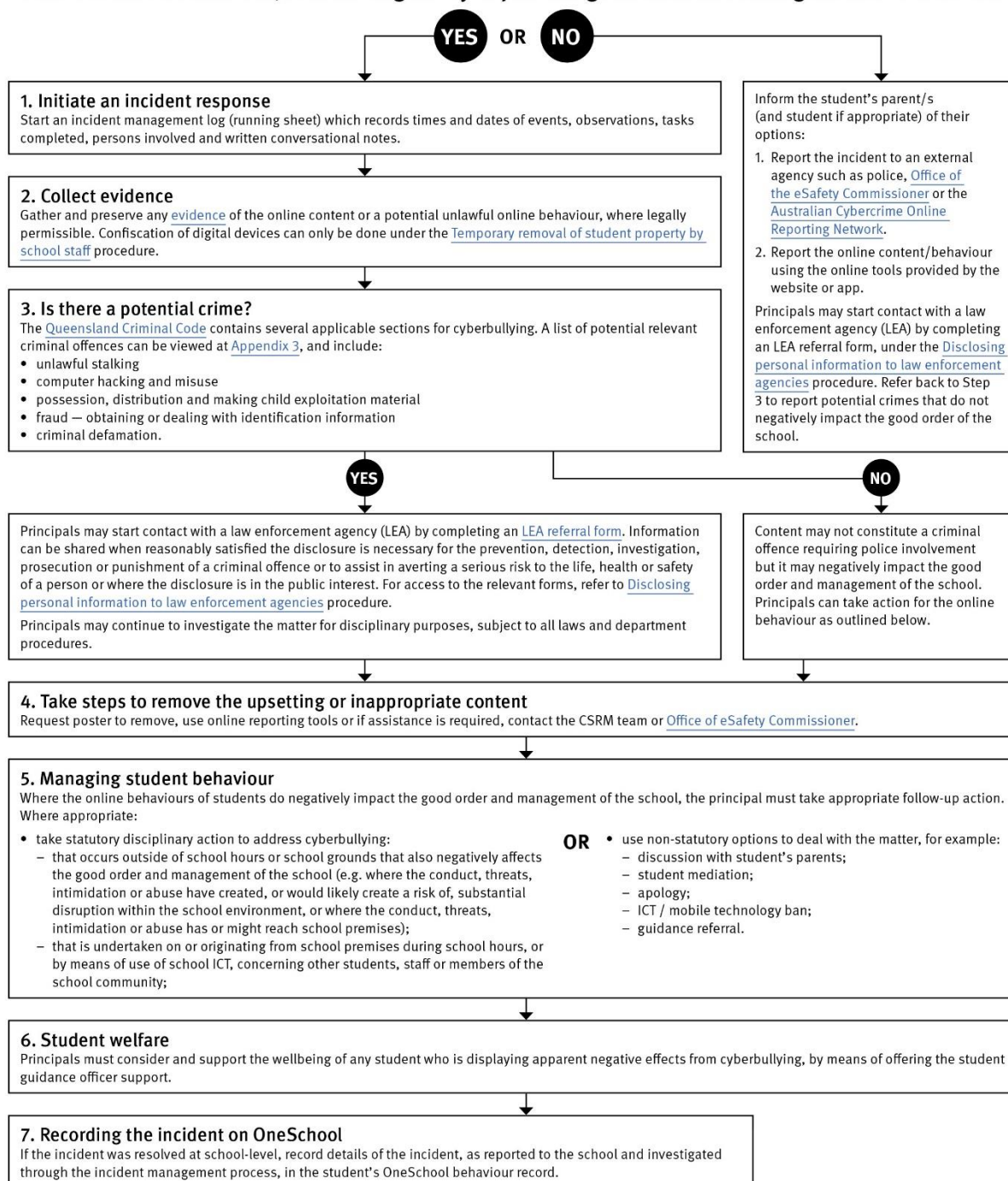
Explicit images

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?



Restrictive Practices

School staff at Gladstone Central 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.

The staff appendix section includes examples and guidelines on the use of any restrictive practice.

Critical Incidents

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

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

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

For unexpected critical incidents, staff may use the following 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.

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

Resources

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

Conclusion

Gladstone Central 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 they 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.
- Inform us if something changes, including if help is no longer needed.

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

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

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

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

Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).
2. **Internal review:** [Contact the local Regional Office](#)
If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.
3. **External review:** Contact a review authority
If you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

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

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

Gladstone Central State School



Student Code of Conduct

Staff Appendix

	Student Code of Conduct	Restrictive Practices	Other
School Document Templates	<ul style="list-style-type: none">• Red Cards• Yellow Cards• Principal guidelines - decision making	<ul style="list-style-type: none">• Restrictive Practices Summary	
EQ Templates	<ul style="list-style-type: none">• Behaviour Risk Assessment Tool (BRAT)• Discipline Improvement Plan (DIP)• Individual Behaviour Support Plans	<ul style="list-style-type: none">• Focussed Review – following restrictive practice• Individual Student Safety Plan (ISSP)	<ul style="list-style-type: none">• Guidelines for Part-time Program

Revised Edition - 2020

RED	<u>INCIDENT CARD</u>	ADMIM FOLLOW UP
<p>STUDENT.....TEACHER.....DATE.....</p> <p>TIMEam/pm LOCATION.....</p>		
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> FIGHTING </div> <div style="width: 45%;"> <input type="checkbox"/> ASSAULT PHYSICAL / VERBAL </div> </div>		
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> SWEARING </div> <div style="width: 45%;"> <input type="checkbox"/> UNACCEPTABLE BEHAVIOUR </div> </div>		
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> ENDANGERING OTHERS </div> <div style="width: 45%;"> <input type="checkbox"/> VIOLENCE TOWARDS OTHERS </div> </div>		
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> HARASSMENT VERBAL PHYSICAL </div> <div style="width: 45%;"> <input type="checkbox"/> STEALING </div> </div>		
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> INTIMIDATION </div> <div style="width: 45%;"> <input type="checkbox"/> </div> </div>		
<p>COMMENTS;.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p style="text-align: right;">.....PTO</p>		

RED	<u>INCIDENT FEEDBACK</u>	ADMIM FOLLOW UP
<p>STUDENT.....ADMIN.....DATE.....</p>		
<input type="checkbox"/> APOLOGY <input type="checkbox"/> ORAL <input type="checkbox"/> WRITTEN		
<input type="checkbox"/> TIME IN OFFICE / STRUCTURED PLAY PLAN		
<input type="checkbox"/> REMOVAL OF PRIVILEGE <input type="checkbox"/> PLAY <input type="checkbox"/> SPORT <input type="checkbox"/> OTHER		
<input type="checkbox"/> CHECK IN – CHECK OUT CARD		
<input type="checkbox"/> ADMIN MONITORING CARD		
<input type="checkbox"/> RESTITUTION		
<input type="checkbox"/> REFERRED TO POLICE		
<input type="checkbox"/> SUSPENSION		
<input type="checkbox"/> EXCLUSION		
<p>COMMENTS.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p style="text-align: right;">..... PTO</p>		

Guiding Principles — disciplinary decision making

There are general principles that should be taken into account when considering applying a disciplinary consequence. Principals should:

- undertake an assessment of the student's behaviour and the level of risk
- take into account a student's individual circumstances, such as behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements
- consider:
 - procedural fairness in all decision making
 - the grounds for suspending or excluding a student apply to all students,
 - the conduct of a student may include an omission to perform an act by the student
 - the conduct of a student may be a ground for suspension or exclusion, even if the conduct does not happen on school premises or during school hours

Procedural fairness

Procedural fairness (or natural justice) applies to any decision that can affect the rights, interests or expectations of individuals, including students. Procedural fairness is an integral element of a professional investigation and acts as a safeguard for the individual whose rights are being affected. The rules of procedural fairness are:

- avoid bias
- give a fair hearing.

These rules have been designed to ensure that all decision-making is fair and reasonable. The success of an investigation will often rely on the integrity and ability of the person conducting it to ensure that individuals are afforded the opportunity to provide their version of events. This enables an individual to comment on any facts that might be detrimental or adverse to them.

Balance of probabilities

The balance of probabilities test requires the decision maker to weigh up all the material gathered and decide, on balance, whether the evidence supports the allegation and can 'more likely than not' be capable of being substantiated.

Discipline improvement plan

A discipline improvement plan is a written agreement that sets out the expectations for behaviour, the consequences for inappropriate behaviour, the strategies that will be used and the support that will be provided by the school to promote positive behaviour.

Suspension 1–10 school days

Any decision to suspend a student from school, regardless of the length of time, is a very serious disciplinary action. This is one of the reasons that the authority to make these decisions is restricted to the principal. Prior to making a decision about the suitability of a suspension as a disciplinary consequence, the principal must consider the individual circumstances of the student such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements. A short suspension is from 1 to 10 school days, and the student or parents are not able to appeal the principal's decision.

Suspension 11–20 school days

A long suspension is 11 to 20 school days. The student or their parent is entitled to appeal to the Director-General, Department of Education (or their delegate) for a review of a long suspension decision.

Charge-related suspension

A charge-related suspension is separate from short or long term suspension. A charge-related suspension may be imposed if the principal is reasonably satisfied that the student enrolled in their school has been charged with a serious offence or an offence other than a serious offence, and that the nature of the offence precludes the student's attendance on the basis that they pose an unacceptable risk to other students or staff.



The principal has the authority to request the Director-General obtain information on student charges or convictions through the Queensland Police Commissioner.

Exclusion

Principals have the authority to exclude a student from school for a period of not more than one year, or permanently.

Exclusion from certain or all state schools by Director-General

Principals can refer an exclusion decision to the Director-General for their consideration to exclude a student from certain or all state schools, however the Director-General is the only individual with the authority to exclude students from certain (state schools in a particular area or region) or all state schools in Queensland (except schools of distance education). The Director-General can exclude a student for a period of not more than one year or permanently.

Refusal to enrol – Risk to safety or wellbeing

Only the Director-General can refuse the enrolment of a prospective student if they reasonably believe that, if enrolled, the prospective student would pose an unacceptable risk to the safety or wellbeing of members of the school community.

Temporary removal of student property by school staff

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, students and visitors. Prohibited items should be described clearly in the Student Code of Conduct for the school, along with explanation of possible consequences.

State school staff **do not have** the authority to open, examine or otherwise deal with the temporarily removed student property without the consent of the student or parent. For example, principals or state school 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 without the consent of the student or parent. Where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, principals or state school staff should seize the bag immediately and remove from the student's access prior to seeking search consent or calling the police. Under no circumstances should the student be permitted to go into the bag themselves.

Gladstone Central State School - Restrictive practices - summary

Guiding principles

State school staff have a non-delegable duty of care to take reasonable action to prevent the risk of foreseeable harm to students, themselves and other persons.

Generally, the restrictive practices permitted under this procedure must only be used where:

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

State school staff may only use physical restraint where:

- a) physical restraint is **reasonable in all the circumstances as a response to the student's behaviour**, and
- b) **there is no less restrictive measure available** to respond to the student's behaviour in the circumstances.

Situation/Context	Appropriate Actions	Recording	Inappropriate response
Giving a verbal instruction	<ul style="list-style-type: none"> Explicit direction to a student to leave area or not to go into a specific area. 	Not required - Not restrictive as student is responsible for own actions	<ul style="list-style-type: none"> Threatening language Physical restraint in response to a student's refusal to comply with a direction, unless that refusal to comply creates an imminent risk to the safety of the student or another person
Body positioning	<ul style="list-style-type: none"> Using non-verbal body positioning to encourage desired behaviours or reduce inappropriate behaviours 	Not required - as student is responsible for own actions	<ul style="list-style-type: none"> Intimidation by invading personal space
Time out	<ul style="list-style-type: none"> Student sent to work in a different area of classroom or in another classroom 	Recordable incident in OneSchool	<ul style="list-style-type: none"> Class teacher timing out for extended period of time, requires referral to Administration
Student refusing to leave parent at drop off time	<ul style="list-style-type: none"> Staff member holds out hand Student willingly leaves with staff member. 	Not required - Not restrictive as student is responsible for own actions	<ul style="list-style-type: none"> To physically move student away from parent without either consent of parent and additional staff member present.
Student refusing to exit a car	<ul style="list-style-type: none"> Leave to parent to resolve. Fully investigate further options at later stage 	OneSchool Attendance records will indicate outcome	<ul style="list-style-type: none"> To grab or drag student away from the car
Student refusing to leave parent side and physically impacting on parent	<ul style="list-style-type: none"> Parent verbally indicates consent for assistance Seek assistance in the first instance to fully investigate options. Executive team member, if confident and capable, may offer a hand or physically separate student from parent. Physical restraint is consistent with a student's individual needs and circumstances The student must be carefully and continuously monitored 	<p>OneSchool Behaviour Incident</p> <p>Focussed review and explore future options</p>	<ul style="list-style-type: none"> As an ongoing practice. Without seeking involvement of executive staff Without considering all other options have been explored <p>Staff do not consider:</p> <ol style="list-style-type: none"> the age and size of the student the past behaviours of the student any impairment/disability/condition that the student may have e.g. obesity, hypermobility, sickle cell anemia, asthma, pregnancy any history of trauma (including physical and sexual abuse), and the environment in which the restraint is taking place.
Student refusing to leave a room	<ul style="list-style-type: none"> Seek assistance via behaviour referral form of executive staff Continue teaching whilst awaiting 	<p>OneSchool Behaviour Incident</p> <p>(Class has been restricted in their right to learn)</p>	<ul style="list-style-type: none"> Pushing student out of the room



	<p>assistance or remove students to other location if safety or wellbeing an issue</p> <ul style="list-style-type: none"> Admin may seek parent input if not resolved. 		
<p>Student within room and acting unsafely towards others eg Throwing items at staff/students</p>	<ul style="list-style-type: none"> De-escalation strategies Seek assistance Remove students to safety if appropriate If location prevents this or student actively seeking to target people. Remove student only as far as necessary ie usually outside the room. 	<p>OneSchool Behaviour Incident</p> <p>Focussed review and explore future options</p> <p>Physical restraint to be "reasonable", the physical restraint must be:</p> <ol style="list-style-type: none"> proportionate to the risk of harm discontinued once the risk of harm has dissipated, and respectful of the student's dignity. No less restrictive measure available eg removing other students 	<ul style="list-style-type: none"> Used where the student is NOT behaving in a way that poses an immediate foreseeable risk of harm to themselves or others <p>A physical restraint must not be used where it has the effect of:</p> <ol style="list-style-type: none"> covering the student's mouth or nose, or in any way restricts breathing taking the student to the ground into the prone or supine position causing hyperextension or hyperflexion of joints applying pressure to the neck, back, chest or joints deliberately applying pain to gain compliance causing the student to fall, or having a staff member sitting or kneeling on the student.
<p>Student within room and acting unsafely towards self</p> <p>Self harming hitting glass, banging head</p>	<ul style="list-style-type: none"> De-escalation strategies Seek assistance Remove students to safety if appropriate Holding a student's hand to prevent repetitive, serious self-injurious behaviour. 	<p>OneSchool Behaviour Incident</p> <p>Focussed review and explore future options</p>	<ul style="list-style-type: none"> Excessive restraint. Don't use for verbal threats of harm from a student, except where there is a reasonable belief that the threat will be carried out immediately.
<p>Student running away from staff or school grounds</p>	<ul style="list-style-type: none"> Alert other staff of issue If presence of staff has a further flight response – monitor from distance. Parent and or police contacted if leave site 	<p>OneSchool Incident</p>	<ul style="list-style-type: none"> A student leaving the classroom/school without permission, unless the leaving of the classroom or school causes foreseeable risk to the safety of the student or another person.
<p>Student running away from staff or school grounds</p>	<ul style="list-style-type: none"> Student expresses intention to hurt self such as running into traffic or student seeks to leave grounds without sufficient capability to walk about streets safely 	<p>OneSchool Incident</p> <p>Behaviour Incident (action Restrictive practice)</p> <p>Focussed review and explore future options</p>	<ul style="list-style-type: none"> Used where the student is NOT behaving in a way that poses an immediate foreseeable risk of harm to themselves or others Physical restraint is reasonable in all the circumstances as a response to the student's behaviour

	<ul style="list-style-type: none"> Using manual guidance to prevent a student running onto a busy road Physical restraint of student 		<ul style="list-style-type: none"> there is no less restrictive measure available to respond to the student's behaviour in the circumstances
Student not entering a classroom	<ul style="list-style-type: none"> Refer to staff as a behaviour incident. 	Recordable incident in Oneschool	<ul style="list-style-type: none"> Dragging student into classroom
Destroying equipment or property	<ul style="list-style-type: none"> seek assistance first responsibility to students De-escalation strategy Remove audience Seek support If escalates to unsafe behaviour, restrict as necessary. 		<ul style="list-style-type: none"> property destruction caused by the student unless the property destruction is placing any person at a risk of harm.
Students fighting	<ul style="list-style-type: none"> Safety issue. Issue verbal instruction in first instance to make presence known. Seek assistance. If a safety issue and staff member has the confidence and capability, to separate students safely holding a student to prevent them physically attacking someone 	OneSchool Incident	<ul style="list-style-type: none"> Exerting more force than is required. Intervening without capability and exposing staff member to risk. Using excessive force
Planned restrictive practices – physical restraint	<ul style="list-style-type: none"> supported by an Individual Behaviour Support Plan that: <ul style="list-style-type: none"> is informed by a Functional Behaviour Assessment, and details the positive and proactive strategies that will be implemented prior to the use of any planned physical restraint undertaken on the basis of evidence and recorded in the Behaviour risk assessment tool – safety or wellbeing informed by a clear documented rationale for the planned use of physical restraint included in the student's Individual Student Safety Plan supported by a strategy for reducing the use of the planned physical restraint (that is documented in the Individual Student Safety Plan), and developed in consultation with the student's parents. 		

<p>After a seclusion or physical restraint has been used</p>	<p>After physical restraint:</p> <ul style="list-style-type: none"> a) the state school staff member(s) involved in the incident will immediately (e.g. within an hour) notify the principal of the incident b) the state school staff member(s) involved in the incident must record the incident in OneSchool as soon as practicable (e.g. within 24 hours). The report must include: <ul style="list-style-type: none"> i. the name of the student(s) and staff member(s) involved ii. date, time and location of the incident iii. names of witnesses (staff and other students) iv. details of the incident v. any action taken to de-escalate the situation vi. why the restrictive practice was used vii. the nature of the restrictive practice used viii. the duration of the restrictive practice ix. any injuries x. immediate post incident actions, such as first aid or contact with emergency services, and xi. details of any post-incident support provided or organised c) the principal will, as soon as practicable (e.g. within the same school day), notify the parents of the student who was the subject of the restrictive practice of the incident d) in the case of seclusion or unplanned physical restraint, the principal or deputy principal should conduct a Focused Review e) the staff and principal of the school need to consider the preventative and de-escalation strategies that might reduce the likelihood of a similar incident occurring again with the student f) the principal may consider further training to assist staff working closely with the student g) the principal has a duty to consider offering appropriate supports to the following persons: <ul style="list-style-type: none"> i. the student who has been restrained and their parents (this may include inviting parents to participate in decisions involving the student's ongoing support and planning), and ii. other students and staff members who were involved in or witnessed the incident (this may include a debriefing in relation to the incident and/or counselling support).
<p>Reporting and oversight</p>	<p>If, at any time, a principal is of the reasonable belief that a restrictive practice used by a state school staff member was not appropriate in the circumstances or otherwise not compliant with this procedure, the principal must, as soon as practicable (e.g. within 24 hours), provide details of the incident to the principal's supervisor or delegate.</p>

Focussed Review – following restrictive practice

Facilitator prompt statements for intervention opportunities

The below are some examples of prompts that might be used by the facilitator who is assisting with the Focused Review.

1. What has been done within the classroom and school environment to minimise behavioural risk occurring?
2. Could the trigger for the behaviour have been avoided, or not?
3. Was it possible to provide the most effective response to events as they occurred? Were staff present and able to be responsive?
4. Were the responses effective?
5. What are the learning points? When exploring the strategies used during the incident, what were the responses of the student and what was effective?
6. When the restrictive practice was used, was it implemented as a last resort response to an emergent unforeseeable situation, or was it used as part of a planned response? Was it used after the implementation of proactive behaviour support, following the implementation of behavioural and de-escalation strategies?
7. Were there any new risks identified and was the use of the restrictive practice safe?
8. How was the safety of everyone managed?
9. When was the restrictive practice ceased and how did the incident conclude?
10. What happened afterwards?

Focused Review report - record in Oneschool as Record of Contact as part of the behaviour incident

Use the above Facilitator prompt statements for intervention opportunities to guide the Focused Review and provide feedback in bullet points for the school to action.

	Details to include in Oneschool Report
Details of the review	Focussed Review Facilitator name Date review was undertaken Names of all participants present Student name that was subject Date and time of the incident
Incident	Describe the incident as it was explained to you.
Feedback Summary and intervention learning points.	<ul style="list-style-type: none"> • <i>What were the main learning points?</i> • <i>What were the positive learning points and what was done well by the team?</i> • <i>Are there any things that could change as a result of the Focused Review of the incident?</i> • <i>What are the things we need to do next as a team to improve our supports for students?</i>

Behaviour risk assessment tool – safety or wellbeing

This tool will assist principals to determine the:

- level of risk to the safety or wellbeing of members of the school community; and
- likelihood the behaviour will adversely affect the good order and management of the school.

This process involves determining the level of risk associated with the behaviour and the potential impact or adverse outcome. In order to assess the level of risk, it is important to consider the available information including, but not limited to:

- information held by the school about the student and their previous disciplinary record;
- the known behaviour(s) of the student;
- the student's Individual Behaviour Support Plan (if they have one);
- the school's knowledge of the student's individual circumstances, including their family context;
- any information provided from the Queensland Police Commissioner to the Director-General; and
- the ability of the school to implement adequate controls and actions to reduce or manage the behaviour risk.

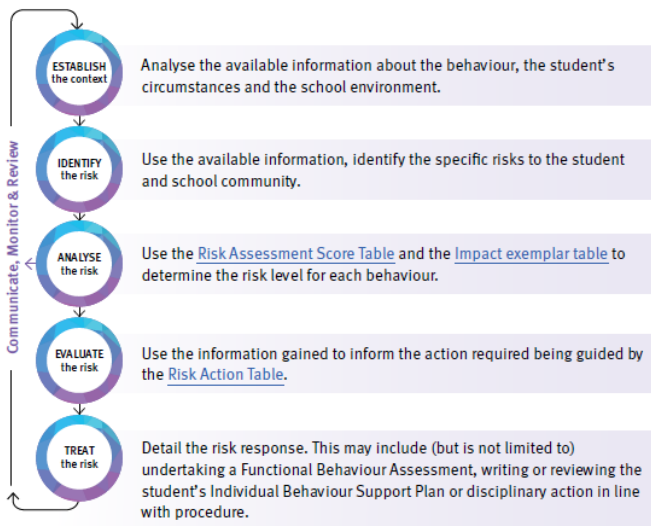
A risk assessment process is required prior to identifying an appropriate disciplinary response or intervention for students charged with or convicted of an offence; or are being considered for exclusion from certain or all state schools.

A risk assessment should also be completed for students whose behaviour has been identified as presenting such significant risk to themselves or others:

- that the planned use of restrictive practices is being considered; or
- the principal reasonably believes the individual may pose an unacceptable risk to the safety or wellbeing of members of the school community.

Risk assessment process

The [Enterprise Risk Management Framework](#) outlines a risk assessment process which has been incorporated into this tool and is contextualised below:



Principals should complete the [Risk evaluation form](#) on page 7 and [Responses for unmanaged identified risk](#) on page 8 and ensure a signed copy is uploaded into the individual student's OneSchool Support record. Pages 2–6 provide guidance and instruction to complete the document.

Risk evaluation form

Please ensure this completed form is uploaded to the student's individual OneSchool Support record.

Student name:	
School name:	

Identify and describe risk behaviour/s	Impact of the behaviour	Likelihood of the behaviour	Risk rating	Planned risk actions and controls	Staff member with responsibility (name and position title)
	<input type="checkbox"/> Insignificant impact <input type="checkbox"/> Minor impact <input type="checkbox"/> Moderate impact <input type="checkbox"/> Major impact <input type="checkbox"/> Critical impact	<input type="checkbox"/> Rare <input type="checkbox"/> Unlikely <input type="checkbox"/> Possible <input type="checkbox"/> Likely <input type="checkbox"/> Almost certain	<input type="checkbox"/> Low risk <input type="checkbox"/> Medium risk <input type="checkbox"/> High risk <input type="checkbox"/> Extreme risk		
	<input type="checkbox"/> Insignificant impact <input type="checkbox"/> Minor impact <input type="checkbox"/> Moderate impact <input type="checkbox"/> Major impact <input type="checkbox"/> Critical impact	<input type="checkbox"/> Rare <input type="checkbox"/> Unlikely <input type="checkbox"/> Possible <input type="checkbox"/> Likely <input type="checkbox"/> Almost certain	<input type="checkbox"/> Low risk <input type="checkbox"/> Medium risk <input type="checkbox"/> High risk <input type="checkbox"/> Extreme risk		
	<input type="checkbox"/> Insignificant impact <input type="checkbox"/> Minor impact <input type="checkbox"/> Moderate impact <input type="checkbox"/> Major impact <input type="checkbox"/> Critical impact	<input type="checkbox"/> Rare <input type="checkbox"/> Unlikely <input type="checkbox"/> Possible <input type="checkbox"/> Likely <input type="checkbox"/> Almost certain	<input type="checkbox"/> Low risk <input type="checkbox"/> Medium risk <input type="checkbox"/> High risk <input type="checkbox"/> Extreme risk		

	<input type="checkbox"/> Insignificant impact <input type="checkbox"/> Minor impact <input type="checkbox"/> Moderate impact <input type="checkbox"/> Major impact <input type="checkbox"/> Critical impact	<input type="checkbox"/> Rare <input type="checkbox"/> Unlikely <input type="checkbox"/> Possible <input type="checkbox"/> Likely <input type="checkbox"/> Almost certain	<input type="checkbox"/> Low risk <input type="checkbox"/> Medium risk <input type="checkbox"/> High risk <input type="checkbox"/> Extreme risk		
	<input type="checkbox"/> Insignificant impact <input type="checkbox"/> Minor impact <input type="checkbox"/> Moderate impact <input type="checkbox"/> Major impact <input type="checkbox"/> Critical impact	<input type="checkbox"/> Rare <input type="checkbox"/> Unlikely <input type="checkbox"/> Possible <input type="checkbox"/> Likely <input type="checkbox"/> Almost certain	<input type="checkbox"/> Low risk <input type="checkbox"/> Medium risk <input type="checkbox"/> High risk <input type="checkbox"/> Extreme risk		

Responses for unmanaged identified risk

Please ensure this completed form is uploaded to the student's individual OneSchool Support record.

The planned use of a restrictive practice is not a risk action or control strategy; restrictive practices are a risk treatment strategy that must only be used where:

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

It is a planned approach of **last resort to manage risk when all other alternatives have failed**. If a student has an Individual Student Safety Plan (ISSP) or as a result of an identified behaviour one is being developed, this should be referenced by answering the three questions below in the affirmative. The ISSP details the risk management strategy for identified/ known, unmanaged behavioural risk.

The student has an ISSP	<input type="checkbox"/> Yes <input type="checkbox"/> No
The ISSP details the planned use of a restrictive practice for use to manage identified/ known and unmanaged behavioural risk	<input type="checkbox"/> Yes <input type="checkbox"/> No
Has a workplace health and safety notification been made? (If yes, indicate incident reference below)	<input type="checkbox"/> Yes <input type="checkbox"/> No
Additional notes and relevant advice (include key staff members/positions)	
Name of staff member(s) who prepared plan	
Signature of staff member(s) and date	
Name of principal	
Signature of principal and date	
Date the plan will be reviewed (at least once per semester)	

Upload a signed copy of the *Risk evaluation form* and *Responses for unmanaged identified risk* into the individual student's OneSchool Support record.

NB Include any source document/s e.g. behaviour plans, stakeholder meeting notes, psychology reports, which have not been previously uploaded.

Discipline improvement plan for [Student Name]

Student problem behaviour/incident

[Insert description of behaviour(s)/ incident(s) that has led to the requirement for this plan.]

School support

[Insert description of support, resources, program/ strategies to assist the student's improvement.]

Expected behaviour

Examples

You will be punctual, attend school and participate in all classroom learning activities for the next 2 weeks.

You will attend and participate in the **[name of program]** (e.g. drug and alcohol) run by **[staff member name]** for **[number]** weeks.

You will meet with your year coordinator on Mondays and Wednesdays at 10:00am to learn how to behave respectfully to your teachers.

You will check in and check out daily with **[staff member name]** every morning at 8:30 am for the next 2 weeks. They will ensure you have all of the equipment you need for the day and that you have had your daily behaviour monitoring sheet signed by relevant staff and your parents.

Consequences for non-compliance

Include clear consequences for non-compliance (it is inappropriate to include consequences which are formal processes, for example, suspension or exclusion as the behaviour of the student must meet one of the grounds and due process must be followed).

People who can support you

Include name of school support people

Dates

Start date	
Review date	

Agreement

I/We agree to **[student name's]** plan outlined above and understand that this plan will begin on **[day month year]** and be reviewed on **[day month year]**.

Student's signature	Date
Principal's signature	Date
Parent/s signature	Date
Other	Date



Gladstone Central State School

Individual Behaviour Support Plan

Student:		Class:	
Date of Birth:		Commencement Date:	
EQ ID Number:		Review Date:	

- **Please Note:** Staff have a duty of care to: keep all students safe and keep themselves safe and aim to act according to this duty of care. Such behaviour which does not comply with our duty of care will be dealt with according to our school's Student Code of Conduct.

About the Student:

Student Strengths	Student Weaknesses
Academic	Academic
<ul style="list-style-type: none">• *** is currently reaching year level expectations in English and maths• *** enjoys PE and hands on activities	<ul style="list-style-type: none">• Can sometimes become frustrated on tasks – may need extra encouragement. *** will growl and sigh and sometimes punch his fist on the desk
Social	Social
<ul style="list-style-type: none">• *** interacts well with peers during PE and sports• He enjoys playing and talking about football	<ul style="list-style-type: none">• *** can often be reliant on his siblings and cousins during social interactions• *** can need encouragement to interact with peers

Behaviour	Behaviour
<ul style="list-style-type: none"> *** enjoys learning in the classroom. With routine and structure he is a compliant student and complete all necessary tasks. 	<ul style="list-style-type: none"> *** can become angry and frustrated quickly. For ***, this looks like him becoming tense and red in the face. He will then start to become very loud and often threaten other people. *** will sometimes use physical force to show his emotions. *** needs support from an adult to move to his safe places 'hall or tree'. He requires support from an adult to move into the 'green zone'. When routines or structures change without warning, *** can become frustrated and requires adult reassurance that things will be ok

Student Motivators / Interests	Student Dislikes	Other <i>(e.g. sensory processing issues)</i>
<ul style="list-style-type: none"> Football Handball Sports 	<ul style="list-style-type: none"> Writing 	<ul style="list-style-type: none"> When things are not fair When situations are less structured and controlled by teacher. Such as open ended tasks or lunch times/ eating times
Current SUCCESSFUL Strategies	Current UNSUCCESSFUL Strategies	
<ul style="list-style-type: none"> Using a calm and reassuring voice when seeing early behaviours/ deterioration signs Take up time after an instruction Debriefing with teacher or Guidance officer Support person explicitly supporting *** to move to time out spaces –Hall or tree. Debriefing with guidance officer after a situation has occurred. Talking through the situation and what went well and what did not go so well 	<ul style="list-style-type: none"> Giving what could be perceived as unfair consequences Giving large consequences in front of others Being re-directed by a staff member who is not his teacher 	<ul style="list-style-type: none">

Individual Behaviour Support Plan (IBSP)

Date:



Behaviour Goal(s)	
Short Term Goals	Reinforcing Consequences for Desired Replacement
<ul style="list-style-type: none"> *** to recognise when his body is in the yellow or red zone and move to appropriate area 'hall or tree' (YCDI- Resilience) 	<ul style="list-style-type: none"> Praised for positive choices –given time to calm down and support from adult
Long Term Goals	
<ul style="list-style-type: none"> *** to be able to use his toolbox with or without adult support to recognise his emotions and use strategies to get back in the green zone (YCDI –Resilience, Confidence) 	<ul style="list-style-type: none"> *** able to regulate emotions on most occasions and be ready to learn *** participate in classroom learning experiences
<ul style="list-style-type: none"> Widening friendship group by learning how to be a good friend, building trust with friends (YCDI- getting along) 	<ul style="list-style-type: none"> Developing interaction skills Whole class social skills lessons Variety of friends to engage with

Setting Event Strategies	Manipulate Antecedent to prevent problem/prompt replacement and desired behaviour	Teach Behaviour Explicitly teach replacement and desired behaviours	Alter Consequences (Outcomes) to reinforce replacement and desired behaviour and redirect/minimise problem behaviour	
			Reinforce replacement and desired behaviour	Redirect/minimise problem behaviour
<u>Eliminate/neutralise setting events</u> Classroom: <ul style="list-style-type: none"> Establishing clear boundaries for *** and enforcing these consistently Following structure and routine 	<u>Prevent problem behaviour</u> Individual: <ul style="list-style-type: none"> Ask *** to identify how he is feeling using his words or visual cues Check in with Guidance officer daily 	<u>Teach replacement behaviour</u> <ul style="list-style-type: none"> GO checking in with *** on a daily basis –GO teach, prompt and practice reminders for where *** is to go when he is feeling angry or upset (hot in the face, tense, clenched fist). 	<ul style="list-style-type: none"> Acknowledgement – E.g. I can see that you really persisted in that task and got it done! Great effort. (Persistence) Acknowledgements – E.g. I can see that you took some control to move away from those others students. Great 	<ul style="list-style-type: none"> State calmly the behaviour you wish to see. For example, '*** our expectation is....' "Please keep your hands to yourself". Walk away and give them 5 minutes of take up time (time away from you to change their behaviour) If the behaviour continues walk past as a reminder to



<ul style="list-style-type: none"> Preparing *** if there are any changes. Giving *** some choices 'This or that' Visual aid for *** Redirections for small behaviours can be given in front of others Redirections for big behaviours need to be given quietly and individually Use humour when redirecting Acknowledge good behaviour <p><u>Playground</u></p> <ul style="list-style-type: none"> Establishing clear boundaries for *** and enforcing these consistently Following structure and routine *** playing separately from cousin Lunch time seated separately from cousin Visual timetables Choose responsible seating plan Pre-corrects – setting him up for success – before going to lunch having a small quiet discussion with him – friendly. *** to have an early departure when he is in the red zone 	<ul style="list-style-type: none"> GO Intervention – Managing Emotions program with a small group of peers who could be good role models for *** PBL teacher aide support to check in on Toolbox kit <p><u>Class</u></p> <ul style="list-style-type: none"> School social skills program incorporating the social and personal capabilities taught on a weekly bases Zone of regulation and You Can Do It incorporated into the HEALTH unit *** to have an early departure when he is in the red zone 	<ul style="list-style-type: none"> *** using timeout card – hall or tree – supported by prompt by teacher, teacher aide or GO Scripting –'I can see you are upset ***, how can I help? - Go to the hall or tree' Teacher or teacher aide to notify administration that *** is going to hall or tree so support person can assist and monitor *** Deescalating techniques –play a game of handball with peer –talking with GO 	<p>effort (Getting Along)</p> <ul style="list-style-type: none"> Acknowledge when *** is in the right place at the right time 	<p>the student. If they continue to engage in the behaviour, report it at a later stage rather than confronting the student again. (yellow slip).</p> <ul style="list-style-type: none"> Praise other students for ignoring other behaviour/ remove other students to more appropriate areas <p><u>If behaviour continue to escalate</u></p> <ul style="list-style-type: none"> Send yellow slip to office for support from administration Follow school behaviour policy –call Deputy/Principal for support –GO to support deescalating situation Adult to support *** to go to hall or tree Remove other students to more appropriate areas 'yellow lockdown' if not already completed
	<p><u>Prompt replacement/desired behaviour</u></p> <ul style="list-style-type: none"> Scripting –'I can see you are upset ***, how can I help? - Go to the hall or tree' Walk away and give 5 minutes of take up 	<p><u>Teach desired behaviour:</u></p> <p><u>Individual</u></p> <ul style="list-style-type: none"> GO Intervention – Managing Emotions Check ins with GO explicitly teaching strategies to manage emotions GO to support *** during eating time for a period of time 	<p><u>Reinforce desired behaviour</u></p> <ul style="list-style-type: none"> Allowing *** to have 1:1 game with teacher aide – select a peer to play as well to increase his social circle Acknowledge ***'s positive choices 	<ul style="list-style-type: none"> Parent support –*** to go home if his behaviour continues to deteriorate and complete work at home School Code of Conduct to be followed Reflect with team on what has worked and hasn't worked for ***. Look at the function of why this behaviour has continued/ led to this Plan on the teaching or re-teaching that may need to occur

		<u>Group</u> <ul style="list-style-type: none"> Teacher to model and explicitly teach rules and expectations using school social skills program 	E.g. Phone call home	
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Signatures

Team Members	Role	Signature	Team Members	Role	Signature
	Class Teacher			Parent	
	Guidance Officer			Deputy Principal or Principal	
	Teacher Aide -PBL				

Evaluation Plan

Behavioural goal (use specific, observable, measurable descriptions of goal)

What is the short term behavioural goal (replacement behaviour)?

Expected date: _____




Queensland
Government

<p>What is the long term behavioural goal (desired behaviour)?</p> <p>Expected date: _____</p>
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Data to be Collected	Procedures for Data Collection	Person Responsible	Timeline
Is the plan being implemented?			
Is the plan making a difference?			

Template for Individual Student Safety Plan (ISSP)
for the use of planned use of physical restraint, mechanical restraint or containment.

School name					
Student name					
Date of birth		Roll class		Date	
RELEVANT CONSIDERATIONS OF STUDENT'S NEEDS AND CIRCUMSTANCES					
<p><i>Discuss any personal history factors e.g. is the student in out of home care? Have they suffered a bereavement? Are there recent changes in family circumstances?</i></p>					
<p><i>Does the student have any known medical/health conditions or a disability? E.g. asthma, epilepsy? Please give details and provide relevant information.</i></p>					
<p><i>List any medications prescribed for and taken by the student on a regular basis.</i></p>					
<p><i>Has the student experienced a history of medical emergencies for any reason? Please describe.</i></p> <p><i>Has the student had any recent illness? Please describe.</i></p> <p><i>Has the student had a recent fracture? Please describe.</i></p>					
<p><i>How does the student communicate?</i></p>					
<p><i>Are there any cultural factors to consider? Please describe.</i></p>					
Proactive Planning					
<p>Staff should ensure that all of the positive and proactive strategies have been implemented for the student.</p>		<div style="display: flex; align-items: flex-start;"> <div style="flex: 1;"> <input type="checkbox"/> Staff have recently completed a Functional Behaviour Assessment for the student. <input type="checkbox"/> The student has a current Individual Behaviour Support Plan (IBSP). <input type="checkbox"/> The student's IBSP has been communicated to relevant staff. <input type="checkbox"/> Relevant staff have attended training in positive behaviour support. </div> <div style="flex: 0.5; text-align: center;">  </div> </div>			

Please tick to indicate these have been completed.	<input type="checkbox"/> The student (where appropriate) and their parents have been consulted about the IBSP and signed by the parent (where possible).
WHEN THE STUDENT EXHIBITS SIGNS OF ESCALATION	STAFF MUST REFER TO AND IMPLEMENT AN INDIVIDUAL BEHAVIOUR SUPPORT PLAN BEFORE USING ANY RESTRICTIVE PRACTICE
IDENTIFY POTENTIAL RISK INDICATORS	The potential risk indicators are the behaviours the student exhibits when their behaviour is escalating and may start to present an immediate risk to other people or the student themselves.
Identification of increasing risk: List at least four observable indicators that risk is increasing as a result of escalating behaviour.	1. 2. 3. 4.
IDENTIFY POTENTIAL ADVERSE OUTCOMES	If the student does not respond to the positive and proactive interventions outlined in their Individual Behaviour Support Plan, the risk will escalate.
What are the potential outcomes if the risk is not managed? Who will be impacted by the risk outcomes?	1. 2. 3. 4.
IDENTIFY RISK MANAGEMENT INTERVENTIONS	What are the strategies that will be implemented to manage risk when positive and proactive strategies have been tried and have failed to reduce risk. These are the last resort strategies (usually restrictive) and must only be used when all other positive and proactive approaches have failed to reduce risk.
Detail the strategy or strategies that will be used to respond to escalating risk in the order they should be phased in, least restrictive first. If the strategies include specific physical restraint techniques/mechanical restraint explain clearly which techniques are to be employed.	
Additional notes and relevant advice	
Name of staff member(s) who prepared plan	
Signature of staff member(s) and date	
Name of principal	
Signature of principal and date	
Date the plan will be reviewed (<i>at least once per semester</i>)	
Signature of parent and date (where possible)	
Attach to Individual Behaviour Support Plan and upload a signed copy into the individual student's OneSchool Support record.	

NB: This plan is only enacted after all other positive and proactive strategies have been tried and have failed to reduce risk and behavioural escalation. This is a plan of last resort to reduce foreseeable risk to the student and other people, there being no other reasonable action that will reduce the risk.

The Principal should ensure a record is made in OneSchool if the student's parent declines or is unable to sign the Individual Student Safety Plan.

Part-time educational program plan (the Plan)

Privacy statement

The Department of Education (the department) is collecting personal information in this form for the purpose of completing a part-time attendance arrangement for the identified student in their education program.

The information will be shared with the school and department staff involved in the delivery of the student's Plan. The personal information collected will not be disclosed to any other person or agency unless you have given the department permission, or the department is required or authorised by law to disclose the personal information.

Your information will be stored securely. If you wish to access or correct any of the personal information on this form, or discuss how the personal information has been used, please contact your child's current state school or proposed state special school in the first instance. If you have a concern or complaint about the way your personal information has been collected, used, stored or disclosed, please also contact the department's regional office in the first instance.

About this Plan

This Plan is completed once all evidence has been considered as part of the personalised planning process for the student, consultation has occurred with the parent/s and/or student (if appropriate, having regard to age and other circumstances), and a part-time educational program is deemed a viable temporary option for the student. The Plan should be continuously monitored and reviewed, and effectiveness evaluated.

PART 1 – Plan establishment	
Student, parent, school and stakeholder details	
Student name	
Parent name/s	
Name of school	
Name of principal	
Relevant stakeholders	
Case manager/nominated staff member	
Teacher (if no case manager)	
Review dates	Intermediate review: <i>[insert date]</i> Final review: <i>[insert date]</i>
Previous Plan (if relevant)	
Has a Plan been undertaken within the last 12 months?	Yes / No (please circle) If Yes, please complete the following: Approval date: Plan start date: Plan end date:
Educational/other needs, hazards/risks and strategies to address these (this section to be completed by a registered teacher). If supporting documentation is available, please attach.	

Educational needs, reason/s for a part-time program and intended learning outcomes	<i>[Details of educational/other needs, barriers to participating in a full-time program, reasons for implementation of part-time program, and intended learning outcomes the arrangement is intended to achieve]</i>																	
Health, safety and wellbeing	<i>[Are there any hazards or risks associated with the student's functioning that may impact the health, safety or wellbeing of the student, staff and other students in the workplace?]</i> <i>[Will this Plan introduce any new hazards or risks that may impact the health, safety or wellbeing of the student, staff and other students? If so, what has been done to mitigate risk?]</i>																	
Personalised and/or support plans/assessments in OneSchool	<i>[Insert details if available, e.g. Personalised Learning Plan, Risk Assessment and Management Plan, Health management plan, Behaviour records, AVT reports]</i>																	
Professional support	<input type="checkbox"/> Guidance Officer <input type="checkbox"/> Regional coach <input type="checkbox"/> Registered nurse <input type="checkbox"/> Therapist <input type="checkbox"/> AVT <input type="checkbox"/> Other <i>[please specify]</i>																	
Strategies and/or reasonable adjustments to be implemented to increase participation and engagement (please reference and attach existing plans if relevant)	<i>[Plans, strategies and/or reasonable adjustments to be implemented to address the barriers, e.g. Personalised Learning Plan, Risk Assessment and Management Plan, additional personnel support, professional development/training options for staff]</i>																	
Implementation																		
Days and hours the student will attend school	<table border="1"> <tr> <td>Days</td><td>Monday</td><td>Tuesday</td><td>Wednesday</td><td>Thursday</td><td>Friday</td></tr> <tr> <td>Hours</td><td></td><td></td><td></td><td></td><td></td></tr> </table>						Days	Monday	Tuesday	Wednesday	Thursday	Friday	Hours					
Days	Monday	Tuesday	Wednesday	Thursday	Friday													
Hours																		
Strategy for school work completion and feedback while not attending school	<i>[Process for student to access education program and learning resources offsite and to receive feedback about school work completed]</i>																	
Plan agreement and approval																		
Parent/s	<i>[Parent name/s]</i> Signature/s: _____ Date: _____ <small>* A part-time educational program for children younger than the compulsory school age or children of compulsory school age cannot be approved without the written agreement of the parent/s of the student.</small>																	
Case manager/nominated staff member	<i>[Name of case manager/nominated staff member]</i> Signature: _____ Date: _____																	
Principal	<i>[Name of principal. Note: approval cannot be delegated]</i> Signature: _____ Date: _____																	
Comments																		
PART 2 – Intermediate review																		
Monitoring and review details																		

Outcome of intermediate review	<i>[e.g. Student's participation will increase, student will resume a full-time program]</i>	
Actions from intermediate review	<i>[Enter details]</i>	
Agreement and approval		
Parent/s	<i>[Parent name/s]</i> Signature/s:	Date:
Case manager/nominated staff member/principal	<i>[Name of case manager/nominated staff member]</i> Signature:	Date:

PART 3 – Final review		
Monitoring and review details		
Outcome of final review	<i>[e.g. Student's participation will increase, student will resume a full-time program]</i>	
Actions from final review	<i>[Enter details]</i>	
Agreement and approval		
Parent/s	<i>[Parent name/s]</i> Signature/s:	Date:
Case manager/nominated staff member	<i>[Name of case manager/nominated staff member]</i> Signature:	Date:
Principal	<i>[Name of principal. Note: approval cannot be delegated]</i> Signature:	Date:

NOTE: A signed copy of this plan must be uploaded to One School under Personalised Learning (under the evidence tab) and the original, hard copy kept in the student's school record. Only minimal information is required to be recorded in the OneSchool Personalised Learning data entry fields providing the key characteristics and impacts for the student, and focus area (Part-time educational program). Supporting evidence or documentation can be attached to plan.