Student Code of Conduct

2021-2025

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2019-2023

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Endorsement

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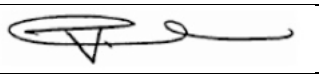
Signature:	
P&C President:	Corina Profke
Signature:	
Date:	December, 2023

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Purpose

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

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

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

Embedded within the culture of the school is a belief that students need to be successful academically as well as have strongly developed character traits. At Coomera Rivers a successful student is one who is Good at Learning and Good at Life.

Our myConnections programs help students develop high levels of emotional health and well-being; as they learn about self, friends and community and how to create a strong work ethic, understand leadership, maintain positive thinking, build friendships and manage conflict, to achieve successful relationships.

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Principal's Foreword

Coomera Rivers State School has established high standards and expectations in student behaviour and conduct. These standards are supported through a wide range of structures and strategies to ensure all students are safe, happy and free to learn. We maintain a safe, respectful and disciplined learning environment for all students and staff to acquire knowledge, skills and values to be respectful, active citizens of the future who contribute positively to their community.

Our school mission, ***We are here for learning***, is underpinned by our three values of ***Service, Action*** and ***Respect***. We teach each of these words as actions and behaviours. Our school community has identified three rules to teach and promote our standards of responsible behaviour. They are:

- Be safe
- Be respectful
- Be a learner

Being a citizen in our school means that each member upholds six promises that promote respectful citizenship. Our pledge plays a significant role in the development of our school culture – who we are and how we conduct ourselves. It is studied and learned by students and staff and is evident in our classrooms.
Our school wants its learners to thrive in an environment that challenges, provokes, stimulates and celebrates learning in real world situations.

Central to our mission is the development of six global competencies (6Cs) that facilitate real citizens of the now and future. These include:

- Character
- Citizenship
- Collaboration
- Communication
- Creativity and
- Critical Thinking

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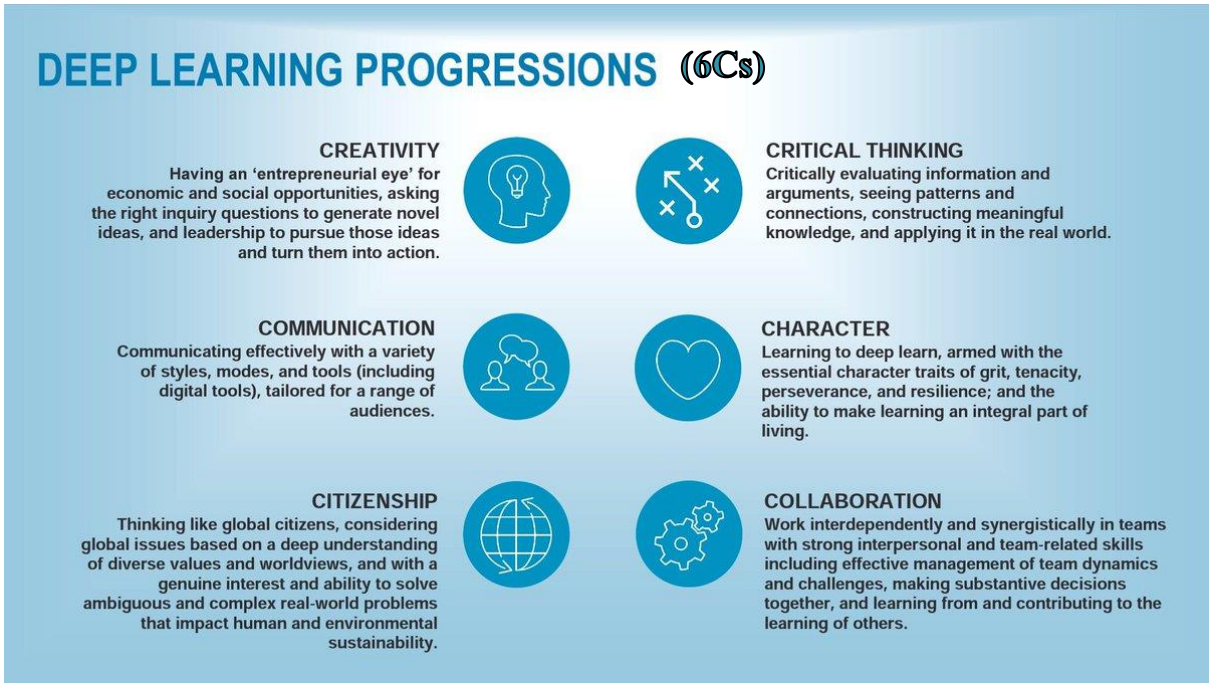

Each of these elements of our school culture have been used in the development of this Student Code of Conduct with the aim of helping shape confidence, self-discipline and kindness. We believe strongly that communication and positive connections with other people are the most valuable skills our community needs now and into the future.

All areas of Coomera Rivers State School are learning and teaching environments for behaviour. We understand that behaviour is learned just as English and mathematics are learned. Students require explicit instruction and explanation in how, where, what and when to behave. We use a system to facilitate these behaviours, prevent problem behaviours and respond to student needs through the collection and analysis of data.

Our Student Code of Conduct provides an overview of policies on the use of digital devices and other technology, the removal of student property and our approach to preventing and addressing incidents of bullying. It provides a clear explanation of what we expect from students and how we will support them to meet these expectations. It also details the consequences that may apply should students breach the expected standards of behaviour, including suspension and exclusion.

Coomera Rivers State School Student Code of Conduct has been agreed upon and endorsed by all staff, our P&C Association and the Coomera Rivers School Council.

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P&C Statement of Support

As president of the Coomera Rivers State School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Mr Vic Graham and his team has ensured that all parents have had multiple opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the Coomera Rivers 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.

The program further embeds Coomera Rivers focus on the six global competencies (6Cs) and the belief that, to be successful, students need more than just traditional literacies. They also need emotional intelligence, grit, perseverance, an intrinsic desire to learn, the capacity to empathise with others and the ability to regulate their own emotions.

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

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

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

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Consultation

The consultation process used to inform the development of the Coomera Rivers State School Student Code of Conduct occurred.

We held a series of internal meetings with staff and school council in the 2019 and 2020 school year. During these meetings, we examined a range of data sets on student and staff attendance, school disciplinary absences (SDA) and outcomes from the most recent School Opinion Survey. We identified strengths and successes from our previous school behaviour plan, and areas for further development.

A draft Student Code of Conduct was prepared and distributed for comment to all members of the school community. The consultation was completed in November 2020, and the finished version, incorporating suggested changes and feedback, was sent to the P&C Association meeting in December 2020 for endorsement. The P&C Association unanimously endorsed the Coomera Rivers State School Student Code of Conduct for implementation in 2021.

A communication strategy has been developed to support the implementation of the Coomera Rivers State School Student Code of Conduct, including promotion through the school website, weekly newsletter, myConnections staff iTunes U course and the possible inclusion of parent information sessions and at enrolment inductions. Any families who require assistance to access a copy of the Coomera Rivers State School Student Code of Conduct, including translation to a suitable language, are encouraged to contact the Principal.

Review Statement

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

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Data Overview

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

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

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

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

There are four different confidential surveys for

- parents
- students
- staff
- Principals

For more information, refer to frequently asked questions page.

Behaviour Data

Behaviour data is captured using OneSchool, a school performance and student management database. Within the school environment there are several data sets that are collected, analysis and referred to such as; student achievement, student attendance, and student behaviour (both positive behaviour and inappropriate behaviour). Each term when we analysis this data, we use standard evaluation questions to consider:

- what, where, when and why students engage in particular behaviours
- the staff members involved
- the accuracy and consistency of implementation of the positive whole-school approach
- pattern and trends within the data

Analysing data and sharing it with staff, parents and students allows everyone in the school community to focus on developing a safe and supportive learning environment. The data is used to make informed decisions on program effectiveness, and next steps.

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School Opinion Survey

Parent opinion survey

Percentage of parents/caregivers who agree# that:	2017	2018	2019
• their child is getting a good education at school (S2016)	95%	96%	94%
• this is a good school (S2035)	95%	97%	93%
• their child likes being at this school* (S2001)	92%	97%	94%
• their child feels safe at this school* (S2002)	94%	97%	94%
• their child's learning needs are being met at this school* (S2003)	94%	97%	93%
• their child is making good progress at this school* (S2004)	94%	96%	93%
• teachers at this school expect their child to do his or her best* (S2005)	99%	96%	99%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	92%	92%
• teachers at this school motivate their child to learn* (S2007)	93%	93%	92%
• teachers at this school treat students fairly* (S2008)	92%	92%	92%
• they can talk to their child's teachers about their concerns* (S2009)	97%	93%	94%
• this school works with them to support their child's learning* (S2010)	92%	96%	96%
• this school takes parents' opinions seriously* (S2011)	95%	90%	87%
• student behaviour is well managed at this school* (S2012)	92%	86%	90%
• this school looks for ways to improve* (S2013)	98%	96%	93%
• this school is well maintained* (S2014)	96%	97%	99%

* Nationally agreed student and parent/caregiver items.

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

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Student opinion survey

Percentage of students who agree# that:	2017	2018	2019
• they are getting a good education at school (S2048)	99%	99%	100%
• they like being at their school* (S2036)	97%	100%	100%
• they feel safe at their school* (S2037)	96%	99%	99%
• their teachers motivate them to learn* (S2038)	100%	99%	100%
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	99%	100%	100%
• teachers treat students fairly at their school* (S2041)	84%	99%	97%
• they can talk to their teachers about their concerns* (S2042)	97%	95%	99%
• their school takes students' opinions seriously* (S2043)	96%	99%	96%
• student behaviour is well managed at their school* (S2044)	94%	98%	94%
• their school looks for ways to improve* (S2045)	99%	100%	99%
• their school is well maintained* (S2046)	100%	99%	100%
• their school gives them opportunities to do interesting things* (S2047)	99%	100%	100%

* Nationally agreed student and parent/caregiver items.

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

Staff opinion survey

Percentage of school staff who agree# that:	2017	2018	2019
• they enjoy working at their school (S2069)	100%	99%	99%
• they feel that their school is a safe place in which to work (S2070)	99%	100%	98%
• they receive useful feedback about their work at their school (S2071)	94%	92%	92%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	78%	91%
• students are encouraged to do their best at their school (S2072)	100%	100%	99%
• students are treated fairly at their school (S2073)	100%	99%	98%
• student behaviour is well managed at their school (S2074)	100%	92%	84%
• staff are well supported at their school (S2075)	96%	95%	94%
• their school takes staff opinions seriously (S2076)	96%	95%	89%
• their school looks for ways to improve (S2077)	99%	100%	99%
• their school is well maintained (S2078)	99%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	94%	94%	92%

* Nationally agreed student and parent/caregiver items.

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

School Disciplinary Absences (SDA)

Principals use a range of disciplinary consequences to address inappropriate behaviour. Suspensions, exclusions and cancellations of enrolment are only used as a last resort option for addressing serious behaviour issues. Principals balance individual circumstances and the actions of the student with the needs and rights of school community members.

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

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

COOMERA RIVERS STATE SCHOOLSCHOOL DISCIPLINARY ABSENCES			
Type	**2017**	**2018**	**2019**
Short Suspensions – 1 to 10 days	58	107	92
Long Suspensions – 11 to 20 days	1	2	3
Charge related Suspensions	0	0	0
Exclusions	0	0	0

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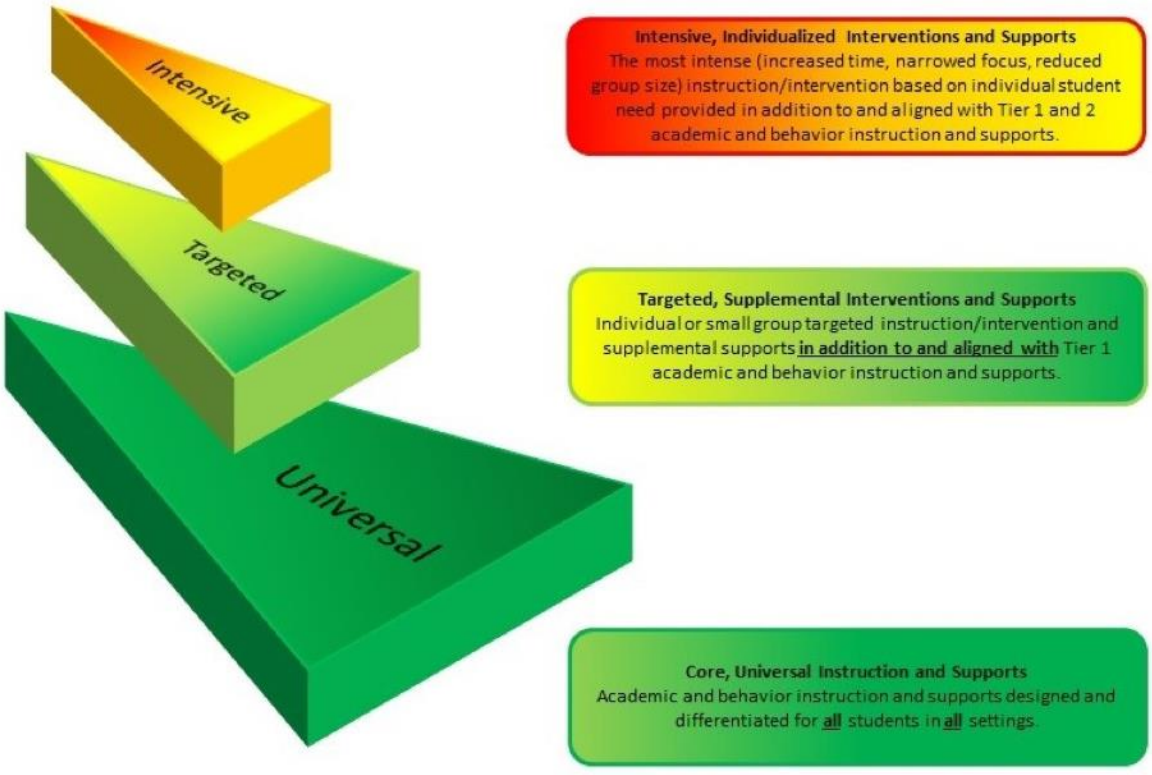
Learning and Behaviour Statement

Coomera Rivers State School has established high standards and expectations in student behaviour and for promoting student wellbeing. These standards are supported through a wide range of structures and strategies to ensure all students are safe, happy and free to learn. We work to promote and maintain a safe, respectful and disciplined learning environment for all students and staff. We provide all students with an opportunity to acquire the knowledge, skills and values to continue their education, and to be respectful, active citizens who serve and positively contribute to the community.

Multi-Tiered Systems of Support

Coomera Rivers 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, staff match increasingly intensive interventions to the identified needs of individual students.



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Tier	Prevention Description
1	**<u>All students</u>** (100%) in the school receive support for their academic and behavioural development. We call our framework myConnections. The focus is on the whole-school implementation of the Australian Curriculum, Positive Behaviour for Learning (PBL) expectations and Social Emotional Learning (SEL). This involves: • teaching behaviour expectations in the setting they will be used • teaching social emotional skills so that students can acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. • being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account. • 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	Targeted instruction and supports for **<u>some students</u>** (10-20%) 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. Tier 2 supports build on the lessons provided at Tier 1 and may prevent the need for more intensive interventions. These supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum, social emotional learning or 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: • there is a clear connection between the skills taught in the interventions and the school-wide expectations. • interventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need). If the school data indicates that more than 10-20% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.
3	Individualised services for **<u>few students</u>** (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis. Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour and should include strategies to: • PREVENT problem behaviour or dysregulation • TEACH the student an acceptable replacement behaviour

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	• REINFORCE the student's use of the replacement behaviour • MINIMISE the payoff for problem behaviour or dysregulation. 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 and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures. If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports, and organisation is recommended.

Consideration of Individual Circumstances

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

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

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what punishment another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. It is an expectation that parents, and students will respect the privacy of other students and families. If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the Principal to discuss the matter.

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Student Wellbeing

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

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

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, assessment and reporting framework. The general capabilities play a significant role in the Australian Curriculum in equipping young Australians to live and work successfully in the twenty-first century.
In the Australian Curriculum, capability encompasses knowledge, skills, behaviours and dispositions. Students develop capability when they apply knowledge and skills confidently, effectively and appropriately in complex and changing circumstances, in their learning at school and in their lives outside school.
At Coomera Rivers, there are three main programs that explicitly teach students these skills. These three programs fall under the banner of myConnections and provide weekly lessons to support and teach the skills, strategies and tools to develop and maintain these important capabilities.

Zones of Regulation (Year 3 – 6) *The Zones of Regulation* is a framework for teaching students the strategies for emotional and sensory self-management. Rooted in cognitive behavioural therapy, The Zones of Regulation approach uses four colours to help students identify how they are feeling in the moment given their emotions and level of alertness as well as guide them to strategies to support regulation. By understanding how to recognise their body's signals, detect triggers, read social context and consider how their behaviour impacts those around them, students learn improved emotional control, sensory regulation, self-awareness, and problem-solving abilities.

We Thinkers (Prep – Year 2) The *We Thinkers!* series helps children build foundational social competencies and essential life skills through stories, lessons, and play activities. The teachings help students better understand themselves and others, develop self-awareness, perspective taking, social problem solving, and supports students' social-emotional learning, relationship building, classroom learning and academic performance.

Good at Learning Good at Life (Prep – Year 6) As a Deep Learning for New Pedagogies school, we work to foster deep learning so that all learners contribute to the common good, address global challenges and flourish in a complex world, so that our students are Good at Learning and Good at Life. Deep Learning is about students engaging in learning that is meaningful, real world and challenging. An important outcome is for students to know that they can make a real difference and positively impact on our world. Deep Learning identifies six global competencies that describe the skills and attributes needed for learners to flourish as citizens of the world. Deep Learning is the process of acquiring these six global competencies: character, citizenship, collaboration, communication, creativity and critical thinking.

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Through our myConnections program our current focus is learning to become deep learners, armed with the essential character traits of grit, tenacity, perseverance, and resilience; and the ability to make learning an integral part of living. Our staff utilise many opportunities to teach, develop and demonstrate these important traits across the school day but also with a weekly explicit teaching time.

The Coomera Rivers School community acknowledges the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. At the beginning of each school year, all staff engage in the 'Know Me Before You Teach Me' initiative and devote time to the building of positive relationships that will support future growth and learning across the school year. Strong teacher-student and teacher-family relationships shape the way students think and act in school.

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.

As part of the whole school curriculum we provide age-appropriate education that reinforces public health and safety messages.

Respectful Relationship Education
True Relationships provides a comprehensive sexuality education and respectful relationships education (inclusive of sexual abuse prevention education). Relationships and sexuality education is an important curriculum responsibility for schools. The True Relationships All School program is evidence informed and mapped to the national curriculum for Prep to Year 6.

Specialised health needs
Coomera Rivers 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.

Appropriate health plans are developed by the EQ health nurse in consultation with the parent and followed for students with specialised health needs. 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. A copy of these plans is distributed to all staff to refer to as required.

Medications
Coomera Rivers State School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the school can provide further information and the relevant forms that need to be completed. Medication must be pharmacy labelled with the child's details and dosage. We also request a letter of diagnosis where appropriate.

Coomera Rivers State School has a defibrillator located in the health room in Corporate Services. EpiPen and asthma puffers, with disposable spacers, are located in the health room within Corporate Service as well as in various locations around the school and in the excursion kits to provide emergency first aid medication if required. The majority of staff are trained in First aid and CPR.

Mental health
Coomera Rivers State School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty,

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including anxiety and school refusal. This includes facilitating the development, implementation and periodic review of a Student Plan.

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

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

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

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

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

Student Support Team

Coomera Rivers State School is proud to have a comprehensive Student Support 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 and their families can approach any trusted school staff member at Coomera Rivers State School to seek assistance or advice. If they are unable to assist, they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Team.

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

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Role	What they do
Guidance Officer	• 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 support providers (paediatrician, psychologists, CSO etc.) as needed
Principal	• responsible for student welfare across the school • ensures students feel safe and comfortable and want to come to school • nurtures a sense of belonging to the school • monitors student attendance, behaviour and academic data • School Disciplinary Absences
Deputy Principal	• responsible for student welfare at each year level • ensures students feel safe and comfortable and want to come to school • nurtures a sense of belonging to the year level and school • monitors student attendance, behaviour and academic data, arranges intervention for students • liaises with parents, teachers, or other external health/support providers (paediatrician, psychologists, CSO etc.) as needed • one Deputy Principal will be the accountable officer for the Behaviour portfolio. • create and monitor Behaviour Risk Assessments and Individual Safety Plans for students • create and monitor behaviour plans for students
Head of Inclusion	• leadership of inclusive education to promote an inclusive school culture in alignment with Inclusive Education policy: http://ppr.det.qld.gov.au/pif/policies/Documents/Inclusive-education-policy.pdf • responsible for inclusion student welfare • ensures students feel safe and comfortable and want to come to school • nurtures a sense of belonging to the school • monitors student attendance, behaviour and academic data, arranges intervention for inclusion students • liaises with parents, teachers, or other external health/support providers (paediatrician, psychologists, CSO etc.) as needed • creates and monitors Behaviour Risk Assessments and Individual Safety Plans for students • creates and monitors behaviour plans for students • leads Personalised Support Team to support students' academic, health and physical needs in order to ensure they have access to all aspects of school

Inclusion Teacher	• oversees and develops individual learning curriculum in line with the Australian Curriculum and school needs
	• oversees and develops individual behaviour and social emotional learning programs in line with individual goals
	• provides individual and, at times, group support to students to assist with their education
	• supports students to overcome barriers to education such as
	  ○ academic
	  ○ relationships/social skills
	  ○ conflict with family/peers/teachers
	  ○ social/emotional/physical wellbeing
	  ○ attendance at school
	  ○ suspension/exclusion/referral for behaviour support
	• provides coaching and mentoring to school staff concerning inclusion, behaviour, social emotional learning, engagement, and wellbeing

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	• liaises with parents, teachers, Deputy Principal and Head of Inclusion as needed to support students • creates and monitor behaviour plans for students
Inclusion Assistant Teacher	• provides individual and, at times, group support to students to assist their engagement with education • supports students to overcome barriers to education such as o relationships/social skills o conflict with family/peers/teachers o social/emotional/physical wellbeing
Wellbeing Teacher	• oversees and develops whole school behaviour and social emotional learning curriculum in line with the Australian Curriculum and school needs. • provides individual and, at times, group support to students to assist their engagement with education • supports students to overcome barriers to education such as o relationships/social skills o conflict with family/peers/teachers o social/emotional/physical wellbeing o attendance at school o suspension/exclusion/referral for behaviour support • provides coaching and mentoring to school staff concerning behaviour, social emotional learning, engagement, and wellbeing • liaises with parents, teachers, Deputy Principal and Head of Inclusion as needed to support students • creates and monitor behaviour plans for students
Wellbeing Assistant Teacher	• provides individual and, at times, group support to students to assist their engagement with education • supports students to overcome barriers to education such as o relationships/social skills o conflict with family/peers/teachers o social/emotional/physical wellbeing
Chaplain	• provides individual and, at times, group support to students to assist their engagement with education • liaises with external agencies to support families connect with external agencies • supports students to overcome barriers to education such as o relationships/social skills o conflict with family/peers/teachers o social/emotional/physical wellbeing
Deadly Choices Program Leader	• provides a student support program within the school environment offering a wellbeing program with a focus on life skills. This program is for students offered to Aboriginal and or Torres Strait Islander students and families
Good Start Program Leader	• provides a student support program within the school environment offering life skills and a wellbeing program for students in a group setting for Pacifica and Maori students and families
Registered Nurse	• works with school staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs • provides assessment, health management planning, training and ongoing support and supervision for students with specialised health needs

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Whole School Approach to Discipline

At Coomera Rivers State School, we are committed to implementing a Positive Behaviour for Learning (PBL) approach to the teaching and management of student behaviour and developing social and personal capabilities. This whole-school approach, is used in all classrooms and programs offered through the school, including Outside School Hours Care (OSHC), sporting activities and excursions.

Our system is an evidence-based framework used to:

- track data to identify areas for intervention and monitor progress
- analyse and improve student behaviour and learning outcomes
- explicitly teach school wide behaviour expectations and rules in specific settings
- develop social emotional learning and personal and social capabilities of the Australian Curriculum
- develop the Deep Learning competencies of Character and Citizenship
- encourage appropriate behaviour through a positive incentive program
- effectively discourage inappropriate behaviour with appropriate consequences
- ensure that evidence-based practices are used correctly by teachers to support students
- continually support staff members to maintain consistent school and classroom behaviour management practices

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

The development of the Coomera Rivers State School Student Code of Conduct is an opportunity to explain our framework to parents and students and create alignment between home and school. With their support, together we will implement a consistent approach to teaching behaviour. The language and expectations can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success both at school and in life is a shared goal of every parent and school staff member.

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

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Expectations

At Coomera Rivers we take an instructional approach to behaviour, recognising that we need to explicitly teach the behaviours and social emotional competencies needed for success at school and in life. Our framework provides a whole school evidence-based approach to behaviour support that ensures a consistent implementation of proactive, research-informed practices for classroom management and social emotional development. Staff take a proactive, preventative approach to ensure all students receive the appropriate level of support to help them to be successful at school and in life. Student outcomes are monitored so identified students can receive additional support when needed, and a minority of students can access intensive support to enable them to engage successfully at school.

Research has consistently demonstrated the relationship between effective classroom management, academic achievement, and teacher and student wellbeing. Students learn best in orderly environments with clear expectations in place, and where all students feel valued. This visual depicts the components of effective classroom management demonstrated by research to reduce rates of problem behaviour and increase student engagement with learning. At the core are positive relationships. Teachers model open and respectful communication and interaction, so that all students feel welcome and safe in the classroom. Students respect and trust teachers who set clear expectations for behaviour, believe that all students can achieve, and who demonstrate fairness and consistency.

We know that students need to be explicitly taught behaviour expectations and social and personal capabilities. If they are having difficulties regulating their emotions or making positive behaviour choices, they require our support – just as they would in other areas of learning. Students are explicitly taught these expectations, when and where they should be used and what each expectation looks like and sounds like. Inappropriate behaviour is seen as a behavioural error and students are provided with support to learn more appropriate behaviours. Logical consequences for behaviour that contravenes school expectations are applied consistently, but with consideration of individual circumstances. Dysregulated students are supported through co-regulation so that they can learn to self-regulate.

In the Australian Curriculum, students develop personal and social capability as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively. Personal and social capability involves students in a range of practices including recognising and regulating emotions, developing empathy for others and understanding relationships, establishing and building positive relationships, making responsible decisions, working effectively in teams, handling challenging situations constructively and developing leadership skills.

Implementing this framework involves the work of the school wide myConnections team. This is a representative group comprised of a range of teaching staff, non-teaching staff, school leaders and specialist personnel.

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Our School Rules

Be Safe Be Respectful Be a Learner

Be Safe

Code of Conduct	Classrooms	ALL devices	Visiting other classrooms	Assembly	Using pathways	Playground	Eating	Cafe	Bathrooms	Bus	Carpark areas
Be Safe	Keep hands, feet and body to self Use furniture and supplies appropriately Use equipment appropriately	Use clean hands Store devices in the correct place Keep devices separate to food and drink Keep devices packed away before and after school Keep personal information private Only share passwords with parents and teachers Report any online bullying immediately - STOP BLOCK REPORT	Walk quietly and carefully Stay in lines while walking and waiting Return directly to your class	Sit in one spot Follow teacher's instructions Keep hands, feet and body to self Applaud respectfully at appropriate times	Walk in class groups Walk safely on concrete and steps Run only on grassed areas Keep to the left	Be SunSmart Use equipment properly Stay in designated areas Run only where permitted Keep hands, feet and body to self Wear appropriate clothing and footwear Use school equipment only	We ONLY eat our own food We never share food Sit down to eat Keep hands, feet and body to self Use a quiet voice	We ONLY eat our own food We never share food	Line up to wait at the bathroom gate if all the cubicles are occupied Use the toilet Flush and check Wash hands with soap (1 squirt) Dry hands with paper towel (1 piece) Walk carefully on any wet areas Report problems or accidents to the teacher Return directly to class	Always greet the driver Stay in your seat Face the front Keep hands and objects inside the bus Use an inside voice Speak respectfully Always thank the driver	Stay on the footpath Use the supervised crossings

Be Respectful

Code of Conduct	Classrooms	ALL devices	Visiting other classrooms	Assembly	Using pathways	Playground	Eating	Cafe	Bathrooms	Bus	Carpark areas
Be Respectful	Use whole body listening Raise hand to speak Speak respectfully Ask permission to use things Wear my uniform and have my hat Cooperate with my teacher and class mates Use manners at all times Consider and care for the environment	Handle and use your own device Only use camera and video with permission Use respectful words, greetings and salutations for digital communication Be socially responsible when using social chat Use headphones when required so as not to interrupt others	Knock and wait patiently Use manners Leave the walk area clear	Walk with a purpose Face forward with hands at your sides	Walk quietly respecting the learning of others Keep pathways neat and clean Care for gardens by using designated walkways	Share equipment Take turns and play cooperatively Include others Consider and care for the environment Return all equipment	Follow instructions of adults Use manners at all times Put all rubbish in the bin Wait to be dismissed	Wait quietly in line to be served Use good manners Use friendly language Clean up eating area when finished	Use a quiet voice Respect privacy Keep toilet area clean Line up to wait at the bathroom gate if all the cubicles are occupied One person per cubicle	Use friendly language and quiet voice Move punctually and sit in bus lines Follow driver's instructions and Bus Code of Conduct.	Follow adult instructions Be courteous to ALL motorists

Be a Learner

Code of Conduct	Classrooms	ALL devices	Visiting other classrooms	Assembly	Using pathways	Playground	Eating	Cafe	Bathrooms	Bus	Carpark areas
Be a Learner	Be organised Work carefully Complete your work Do your best / Have a Go Ask for help if required	Ensure your device is fully charged each day Use only apps and programs approved by your teachers Report any damage or issues immediately to your teacher Keep log-on codes somewhere accessible or memorise them	Knock on the door to gain the teacher's attention State your name and class and teacher's name Explain the reason for your visit	Listen, watch, and learn	Walk with a purpose Face forward with hands at your sides	Plan your play Know the game rules Follow the game rules Know the playground rules and use them Be punctual to team training sessions	Help younger children to develop independent eating skills Model to other students		Have a purpose Have teacher's permission to use the toilet area Use only enough water to wash your hands	Be on time outside waiting Sit in assigned seat if requested	Help younger children to develop safety rules

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Parents and staff expectation

The table below explains our expectations for parents and the standards we commit to as staff. (TRACK)

Thoughtful	
What the school expects to see from you	***What you can expect from the school***
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.

Responsible	
What the school expects to see from you	***What you can expect from the school***
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 child attends school every day on time, in the correct uniform and with all necessary resources.	We will create a safe, supportive and inclusive environment for every student.
Notify the school promptly of any absences or changes in contact details.	We will notify parents on the same day that any student is absent from school without explanation.
You recognise people are different and you 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.

Accountable	
What the school expects to see from you	***What you can expect from the school***
You support your child to meet the learning and behavioural expectations at school. This includes modelling school behaviour expectation when visiting the school.	We are clear about our learning and behavioural expectations and provide regular feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter, class newsletter and other materials sent home by school staff.	We will use 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.

Co-operative	
What the school expects to see from you	***What you can expect from the school***
You share relevant information about your child's learning, medical, 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.

Kind	
What the school expects to see from you	***What you can expect from the school***
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.
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.
You notice when other parents, staff and students need help and ask if you can assist.	We will check in with you about your child's needs or any support your family may require.

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How We Teach Students about Positive Behaviour and Wellbeing

Students learn best when the school that they attend is a safe, supportive and disciplined environment. For this reason, Coomera Rivers State School uses the Schoolwide Positive Behaviour for Learning (SW-PBL) framework to help develop a whole-school approach to student discipline. Within this research-based framework, the pro-social behaviours that assist students to be safe and respectful learners are explicitly taught and reinforced in much the same way as academic skills. Students are likewise clearly acknowledged for meeting our expectations of positive behaviour and provided with appropriate feedback. Put simply, teaching students the expected social behaviours and routines and then acknowledging them when they use these same behaviours is by far the most effective way to prevent management problems. Furthermore, if students use inappropriate behaviour, an array of consequences is utilised with the aim of teaching and reinforcing what we want the student to be able to demonstrate instead.

When we are discussing a student's behaviour, we are talking about the choices a child makes within the school environment. Our ultimate goal is to teach, encourage and empower our students to make positive choices on their own in regard to their safety, respect and learning. Successful teachers define, teach, reteach and model the expected behaviours. They provide regular opportunities for students to practise the expected behaviours in the settings in which they will be used. They also actively supervise students, promote the expected behaviour, prevent and correct inappropriate behaviour and acknowledge positive behaviour continuously.

Our teachers differentiate behaviour support practices and strategies, based on data related to student progress and responsiveness, to teach appropriate behaviour and social and emotional skills. They also differentiate approaches and support to recognise disability, while not accepting behaviours which compromise the safety of the student and others. Teacher interventions aim to increase student functioning and self-regulation in school and beyond.

Differentiated and Explicit Teaching

Coomera Rivers 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 provide opportunities for practise.

Teachers at Coomera Rivers 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.

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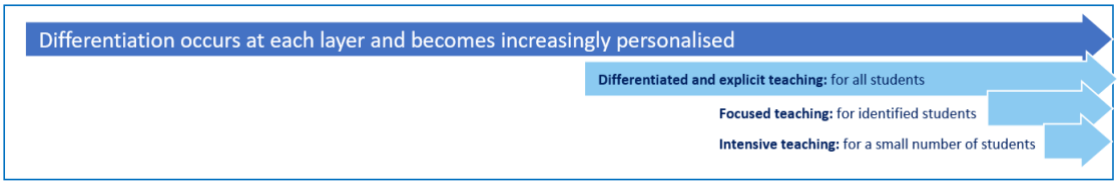
There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.



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

Every classroom in our school uses the school rules and the school pledge as a basis for developing their behaviour expectations.

myConnections Explicit Lessons			
Year Level	Behaviour Expectations	Character Development 30-minute explicit lesson per week	Social Emotional Learning 30-minute explicit lesson per week
Prep	In situ, weekly messages	Good at Learning - Good at Life	We Thinkers
Year 1	In situ, weekly messages	Good at Learning - Good at Life	We Thinkers
Year 2	In situ, weekly messages	Good at Learning - Good at Life	We Thinkers
Year 3	In situ, weekly messages	Good at Learning - Good at Life	Zones of Regulation
Year 4	In situ, weekly messages	Good at Learning - Good at Life	Zones of Regulation
Year 5	In situ, weekly messages	Good at Learning - Good at Life	Zones of Regulation
Year 6	In situ, weekly messages	Good at Learning - Good at Life	Zones of Regulation

Each week students participate in two 30 minute explicit lessons; one which focuses on the development of good character traits and the other on the development of personal and social capabilities. These lessons are delivered via a common lesson plan to ensure consistency across year levels and throughout the school. Each lesson contains resources and tools to support teaching and learning. Although there is an expectation of a 60 minute explicit lesson each week, we know that many behaviour, emotional regulation and social skills lessons happen in situ and through the modelling of expected behaviour.

Regular feedback on program effectiveness and engagement is collected three times a year via a **myConnections Health Check**. These Health Checks ask students and staff questions to assess and evaluate the critical features of the school rules, the school pledge, and the myConnections programs.

At Coomera Rivers State School, we understand the importance of acknowledging and celebrating positive behaviour to reinforce and encourage students to repeat the same behaviour. Students will learn to demonstrate the behaviour for which they receive positive feedback.

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We acknowledge and celebrate positive behaviour choice in many ways;

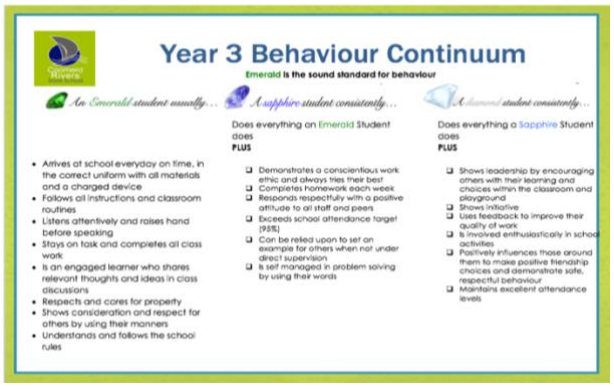
- Rivers Rewards (School Wide System)
- House Points (School Wide System)
- Behaviour Continua (Year Level System)
- Excellence Awards (School Wide System)
- Classroom Rewards (Classroom System)
- Individual Behaviour Plans (Individual System)

Rivers Rewards are our free and frequent tangible reinforcer given to students displaying the school rules, the pledge or one of the 6Cs. These paper tokens are used to encourage expected behaviour.

In Terms 1 and 3, students can exchange their Rivers Rewards for both individual and group rewards.

In Terms 2 and 4, we utilise a **House Points** system where students are rewarded tokens in their house colour (Colman, Foxwell, Pedley, Siganto) for displaying expected behaviours. Our House Point system provides a focus on teamwork and group loyalty, encouraging a sense of identity and belonging to the Coomera Rivers Community.

Our **Behaviour Continua** outline the standards of behaviour that we require from students at each year level. In Year 3-6 each student utilises their year level behaviour continuum to identify and target behaviour goals across a term and year. Class teachers work with students to explain exactly what each of the expectations look, sounds and feels like in their classroom and with the school. Each term students meet one on one with their teacher to set personalised behaviour goals. Students know where they are sitting on the continuum and their goals to aim for promotion. Each student shares their behaviour continuum with their family. Students who consistently demonstrate all of the expectations of the year level continuum are awarded a diamond badge. Diamond badge ceremonies occur 5 times a year. For each subsequent year a student achieves diamond status a different colour diamond badge is awarded.



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Our weekly **Excellence Awards** are another way in which we acknowledge and celebrate students who demonstrate the Good at Learning Good at Life focus. Each week, teachers are to:

- Select one student, who is demonstrating a standard of excellence within a determined area.
- Record student's achievement on OneSchool and print a certificate by Friday.
- Students will have the photo taken with their certificate. Photos will be published in School Newsletter and on School TVs.

Classroom teachers also have the autonomy to implement their own **classroom-based reward** system and celebration awards. These systems often embody the teachers' personal style and are linked to the classroom theme.

Each year level determines how they will track minor behaviours within the classroom. Minor behaviours are those behaviours that the classroom teacher or school staff should be able to respond to without the need for Executive Team (Deputy Principal, Head of Inclusion, Principal) intervention. Teachers often decide to track minor behaviours for individual students so that they can analyse behaviours and identify patterns or triggers. Teachers can then provide targeted teaching to correct behaviour. Some students benefit from an **Individual Positive Reward Chart**. These charts reinforce desired behaviours and reinforces students to repeat the same behaviour. Positive Reward Charts also support the development of positive habits and supports a positive atmosphere within the classroom.

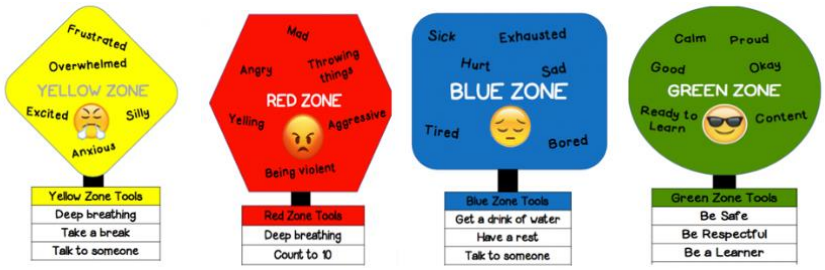
Individual Positive Behaviour Plans are written by the class teacher in an attempt to reduce the number of minor behaviour incidents and to work on individual behaviour goals. These are individual documents designed by class teachers and must contain the following:

- Goals (1-3; dependant on age) – *What is the change you are trying to see?*
- Timeframe of plan (e.g. 2 weeks)
- Agreed goal for the end of the plan
- Visual tracking system for the acknowledgement of positive behaviours.
- Positive consequence for achieving goals
- Who the plan is shared with? – this should include parents but also may include Deputy Principal, Wellbeing Teacher.

Proactive Classroom Strategies

- Before students go out to play, have a "plan your play" conversations with students
- Wellbeing check-ins with students each morning
- Mindfulness activities after break times
- Movement and Brain Breaks after periods of heavy learning
- Check in with students as to what 'Zone' they are in following play breaks and provide them with strategies to get back to the green zone

Each Year 3-6 classroom displays **Zones of Regulation posters** with suggested tools that students use to manage their behaviours and emotions in each of the four zones and support them to get back to the Green Zone ready to learn.



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Building Relationships with Students
Each school year we start with Know Me Before You Teach Me an entire week devoted to building relationships with students and their families. This week is inspired by Bruce Jepson and his team from Te Akau ki Papamoa School in New Zealand. The premise of this work places emphasis on the student and their connection to their community at the centre. For us at CRSS, 'Know Me Before You Teach Me' is really about giving teachers the time, space and permission to push aside the academic aspects of the curriculum so they can invest time and energy into each and every student. Our belief is that a relationship built on mutual respect, trust and connection must exist between student and teacher, student and student, teacher and family, teacher and community, family and community in order for a child to flourish and thrive with learning. There are also many things that we do across the day and across the school year to demonstrate our belief in the importance of relationship with our students and their families.

- Greet all students at the door each morning at 8:15am
- Farewell all students at the end of the day with a goal/feedback/reflection at 2:30pm
- Positive emails and phone calls home to families
- Regular communication and celebrations via Seesaw
- Inviting families and the community into our school and classrooms

Attendance
At Coomera Rivers State School, we expect students to attend school every day and on time. We support this by constantly reflecting on attendance data and designing systems to reward students and family efforts. There is a formal attendance analysis every 10 weeks completed by teachers. Deputy Principal continually monitor and track student attendance.

Student Leadership (River Rangers, Rule Rangers, Cyber Safety Agents)
Our Year 6 students have an opportunity to demonstrate their leadership in the area of behaviour by nominating and being chosen by the student body to the role of River Rangers Rule Rangers and Cyber Safety Agents.

- Rivers Rangers are in the junior play areas supporting younger students in playing new games and learning activities
- Rule Rangers are role models for students; delivering positive behaviour (School Rules and the Pledge) and social emotional learning messages to the student body
- Cyber Safety Agents deliver important cyber safety messages to the student body

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 teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Coomera Rivers State School to provide focused teaching. Student progress is monitored by the classroom teacher/s to identify those who:

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

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Coomera Rivers State School has a range of Student Support Team staff who are in place to help organise and/or deliver focused teaching to students who need more support to meet expectations. The Student Support Team offer a wide range of mentoring, coaching and professional learning opportunities to Coomera Rivers staff. In addition, the school invests in several evidence-informed programs run out of our SWAG House (Student Wellbeing and Growth) to address specific skill development for some students:

- Intensive social emotional learning and social skills groups
- Check In, Check Out
- Secret Agent Society (SAS)
- Second Steps

In order for students to access these services, teachers complete a Personalised Support Team referral. This helps our inclusion staff prioritise students based on need.

Intensive Teaching

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

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

For a small number of students who continue to display behaviours that are deemed complex and challenging, 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. Case managers will write and monitor; Individual Behaviour Plans (IBP), Individual Risk Assessments and Individual Student Safety Plans (ISSP).

Functional Behaviour Analysis
Functional Behaviour Analysis (FBA) is a process of examining the function that a particular behaviour plays for a student that includes an analysis of the frequency, intensity and duration of a behaviour. The end result of the FBA is an Individual Behaviour Plan (IBP) which is a plan to implement intervention for specific behaviours as identified. All Queensland State School staff can undertake FBA training via the Learning Place.

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Disciplinary Consequences

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

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

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

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

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

Differentiated

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 4 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class-wide incentives
- Reminders of incentives or class goals
- Redirection

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- 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)
- Timeout
- Natural consequences
- Parent contact/email

Focused

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

- Classroom observation
- Coaching and debriefing
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Restorative justice
- Restitution
- Token economy
- Buddy class
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in, Check out strategy
- Referral to Student Support Team for team-based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

The school Executive Team, work in consultation with Student Support Team to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment (FBA) 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. iPad)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)

- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)

Definition of Incidents – Minor vs Major

It is important that all staff are aware of infractions and how to manage them. There are two types; Minor and Major. When major and minor infractions occur, our major and minor behaviour matrix supports us to define and respond to behaviour.

Minor Infractions are to be managed in the situation by the staff member who observes the behaviour. Minor infractions serve as learning opportunities for students.

It is not necessary to input minor infractions on OneSchool. Each year level needs to have a way of recording minor behaviour infractions. Once a pattern of minor infractions emerges it may be necessary to record on an office referral form due to the possible escalation to major infraction. Three of the same or similar minor behaviours within a week may also indicate a larger issue or that the teach or reteaching has not been effective in changing the negative behaviour. It may be necessary for an office referral (orange slip) to be completed so that Executive Team support can be given.

Major Infractions are to be referred to the school Executive Team by the staff member who observes the behaviour by writing an Office Referral (orange slip). Staff reporting the incident are to complete the Office Referral with as much detail as possible. This staff member is to speak with students and other adults to gather as much information about the incident as possible. The report is to be factual and without judgement. It needs to detail what they saw or heard. If the report was not observed by an adult but reported by a student, this needs to be stated on the Office Referral. The Office Referral form needs to be given to the office as soon as possible.

Major infractions are investigated by members of the Executive Team. The student engaging in the behaviour and in most instances possible witnesses talk with a member of the Executive Team. Major infractions are recorded on OneSchool after the student has spoken with a member of the Executive Team. Consequences are given and managed by the Executive Team. The Office Referral form is given back to the teacher. The teacher is also encouraged to speak to the student about their behaviour. A fresh start, strategies and reteaching is always given. Our goal is to support students with learning the correct behaviour.

- All major infractions MUST be referred to an Executive Team member
- Consequences are applied and managed by the Executive Team
- Incident added to OneSchool by Executive Team
- Possible consequences that may be enacted by school Executive Team for a major infraction include but are not limited to: restorative justice, apology, restitution, time out of play, play time detention, letter email to parents, parent meeting, individual behaviour plan, involvement of support staff, suspension, a Behaviour Improvement Condition (BIC) and/or exclusion.

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Required procedure for a minor infraction is as follows:

	Classroom	Playground
Step 1: **Re teaching and Redirection**	**Reteaching and Redirection** Possible redirection or reteaching Discussion with student Zones of Regulation strategies Redirection or choice	**Reteaching and Redirection** Possible redirection or reteaching Discussion with student Zones of Regulation strategies Redirection or choice
Step 2: **Time Out**	**Time Out in Class** Possible redirection or reteaching Calm corner, Timeout Reflection conversation or sheet Seating change	**Time Out next to the duty teacher** Possible redirection or reteaching Timeout, walk with the staff member Reflection conversation or sheet Pick up papers
Step 3: **Consequence (only if necessary)**	**Classroom Consequence** Redirection, choice or warning Class plan Restorative action Logical consequence Natural consequence Buddy class (Parent must be informed)	**Playground Consequence** Redirection, choice or warning Playground plan, “Plan your play” Restorative action Logical consequence Natural consequence Instructed to play in different area
Step 4: **Office Referral**	**Complete an Office Referral** Be sure to tick the strategies already utilised Targeted Behaviour Improvement Program (via Executive Team member or PST referral, parent must be informed) may be necessary.	**Complete an Office Referral** Be sure to tick the strategies already utilised Targeted Behaviour Improvement Program (via Executive Team member or PST referral, parent must be informed) may be necessary.

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Coomera Rivers State School

Inappropriate Behaviour Occurs

Major

Minor

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Minor vs Major Behaviour Examples Chart

One School Descriptors	Minor	Major
Bullying / Harassment Student delivers disrespectful messages (electronically, verbally, or gesturally) to another person that includes threats, intimidation, obscene gestures, pictures, or written notes. Disrespectful messages include negative comments based on race, ethnicity, disability, religion, gender, age, national origin, and or sexual orientation.	Executive Team must investigate any incidents of potential bullying	
Defiant threats to adults Refusal to follow classroom or school rules, or staff directions, talking back and, socially rude or disrespectful interactions	Back chatting, arguing, disruptive talking and noise making	Physical or verbal threats of harm to adults, consistent back chatting, arguing or socially rude interactions. Continuing to refuse to follow classroom or school rules, or staff directions
Disruptive Behaviour causing an interruption in a class, building or playground activity where the student is not responsive to repeated directions.	Preventing other students or themselves from learning. E.g. low level isolated; back chatting, arguing, disruptive talking, yelling, or screaming; noise with materials or body parts; roughhousing; sustained out of seat behaviour	Consistently interrupting the learning of others.
Dress Code	If repeated, let office staff know as loan uniform items are available for those in need.	
IT Misconduct Visiting inappropriate websites; Using and or copying passwords and data to which you are not authorized; Not distributing private information about yourself and others.	First incident loss of iPad 5 -10 minutes, second incident loss of iPad for session, third incident loss of iPad for day	Consistent inappropriate use of IT hardware, software, electronic devices in the school or school owned devices
Lying / Cheating Student delivers message that is untrue and or deliberately violates rules Student is in possession of, having passed on, or has been responsible for removing a possession or has used identifying information from another person.	Lying or absence of truth, taking a minor object – age appropriate behaviour; Student delivers message that is untrue and or deliberately violates rules, stealing petty theft little or no value	Plagiarism, blatant cheating on an exam, stealing an expensive item with intent
Misconduct Involving an Object Using an object to harm, injure or threaten others	Non intent to harm – part of game play (rough play); Using an object in an inappropriate or unsafe manner	Use of an object with intent to cause injury
Non-compliant with routine Behaving in a way that does not comply with classroom and playground routines. E.g. following instructions around routines	Work refusal, refusal to follow adult directions, non-attendance at detention; refusal to follow classroom or school rules, or staff directions	Continued work refusal or refusal to follow adult directions
Other conduct prejudicial to the good order and management to the school Incident on excursion, representative sporting, extra-curricular activity. Commenting on social media (out of school) – put school or staff in disrepute whilst wearing school uniform, out of hours – smoking, stealing.	**PRINCIPAL USE ONLY**	
Physical Misconduct Actions involving serious physical contact where injury may occur. Intentional	Non-serious but inappropriate physical contact (wrestling, pushing, shoving, actions causing unintentional minor physical harm	Serious physical contact where injury occurs with intent (hitting, punching, hitting with objects, kicking, hair pulling, flashing,

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aggressive actions directed at school staff or students	to others, non-threatening physical interactions	dacking, scratching) Deliberate spitting, sustained angry/aggressive outburst
Possess Prohibited Items Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm, or creating the impression (as in the case of a fake gun or grenade) of causing bodily harm or bringing any other prohibited item to school	Items that may not cause harm e.g. chewing gum	Any form of weapon particularly knives, fake guns or items that are capable of causing harm
Property Misconduct Student participates in an activity that results in substantial destruction or disfigurement of property	Breaking pencils/scratching desk/tearing books, scribbling on desks etc	Graffiti on a building; intentional breaking of school property
Refusal to participate in program of instruction Verbally and blatantly refusing to participate in activities – complete tasks. Leaving the classroom to avoid activities.	Leaving the classroom so as not to complete activities, verbally refusing to complete work; Verbal refusal to comply with instructions, talking back and/or socially rude interactions	Continued refusal to complete tasks and be involved in learning
Substance Misconduct involving illicit substance Student is in possession of or caught using illegal drugs.		Student is in possession of, under the influence of or caught using illegal drugs
Substance Misconduct involving tobacco and other legal substances Student is in possession of or caught using legal drugs, tobacco or alcohol	Misuse of over the counter medication such as an asthma puffer, throat lozenges etc. **Parent must be informed**	Use of legal drugs, tobacco or alcohol at school or affected by it at school
Third Minor Referral Student exhibits continued minor offences with no regard for consequences		Teacher will require class data to demonstrate the continued behaviours so that a referral may be made to the Executive Team
Threat/s to Others Student delivers message (electronically, verbally, gesturally) or orchestrates the delivery of a message that threatens a person's physical or emotional well-being.	Once off, threatening to hurt another student with no plan or intention to do so	Threatening to hurt another student. Persistent arguing or challenging behaviour
Truancy/Skip Class When a student misses school or classes without prior parental consent or consistently late to class.	Late back from playtime, leaving classroom without permission (isolated)	Repeatedly late to class after break times, Leaving the classroom without permission, out of the sight of staff
Verbal Misconduct Threatening verbal or gestural interactions with peers or staff that are directed toward someone including swearing, name calling, innuendo, back chatting, unfriendly talk, teasing, racial slurs, directed swearing or use of words or gestures in an inappropriate way	Non-threatening, non-directed verbal or gestural messages used within conversation; name calling, or use of words in an inappropriate way, isolated teasing, low level incidental swearing (not at someone)	Threatening verbal or gestural interactions with peers or staff that are directed toward someone including swearing, name calling, innuendo, back chatting, unfriendly talk, racial slurs/taunting, or use of words or gestures in an inappropriate way. Persistent teasing, or incidental swearing

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)

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

At Coomera Rivers 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.

The Principal takes reasonable steps to arrange for the student to access an educational program to allow the student to continue with their education during the suspension.

Re-entry following suspension
Students who are suspended from Coomera Rivers State School may be invited to attend a re-entry meeting on or before the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is not a time to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication. It is not mandatory for the student or their parents to attend a re-entry meeting. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

Arrangements
The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are usually short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s. A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

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

Possible agenda:
- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)
- Set a date for follow-up (if required)

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- Thank student and parent/s for attending
- Walk with student to classroom

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

Responding to Behaviour

The staff-student relationship is paramount. At Coomera Rivers we prioritise the building and maintaining of positive relationships with students and their families. At all times our focus must remain on positive acknowledgement of the desired behaviour and attitudes.

To effectively correct a behaviour or learning error staff should respond in a way that is:

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Calm - using professional and composed voice tone and volume
Consistent - respond each time a behavioural or social learning error takes place
Brief - short and concise response and disengage quickly
Immediate - respond within a short time after the error takes place
Respectful – polite, free of sarcasm, given in private
Specific - identify the observable behaviour from our school-wide matrix

When responding to inappropriate behaviour our aim is to have the student re-engage in learning as quickly as possible and behave in a socially appropriate manner. Your response will depend on the purpose and severity.

- Your response should **not** reinforce the behaviour.
- Your response should **not** escalate the behaviour.
- Remember to model and teach the alternative behaviour rather than imposing a punishment.
- At first, focus on de-escalating the behaviour so that later the behaviour can be addressed.

De-escalation Techniques

Coomera Rivers staff are trained to de-escalate students who may be upset or angry. When school staff are supporting a student, who is escalated they are to call the office for additional staff support. Students who are in close proximity to the escalated student are redirected to a safe environment, another part of the classroom or playground. At times it is necessary for all of the students in the classroom or playground to be redirected to another area. At all times a Coomera Rivers staff member maintain visual supervision of the escalated student to ensure their safety but giving them the space to de-escalate.

The following verbal de-escalation techniques are utilised to help to support the escalated student to calm and move back to the green zone.
There are several important concepts to keep in mind:

- Reasoning with an enraged person is not possible. Your only objective should be to reduce the level of arousal so that discussion becomes possible.
- We are all driven to fight, flight or freeze when scared. However, to calm down someone who is angry or upset you must appear calm yourself.
- Be empathic and nonjudgmental.
- Respect personal space.
- Use non-threatening nonverbals.
- Avoid overreacting.
- Focus on feelings.
- Ignore challenging questions.
- Set limits.
- Choose carefully what directives are given as it is important to follow through on consequences and instructions.

Students who regularly require support to de-escalate require a PST referral to be completed and an Individual Student Support Plan to be written by a member of the Executive Team.

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School Policies

Coomera Rivers 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 iPads and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media

Temporary Removal of Student Property

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

In determining what constitutes a reasonable time to retain student property, the Principal or Coomera Rivers 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 Coomera Rivers State School and will be removed if found in a student's possession:

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

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives

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needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to use knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying, storing and using these items at school.

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

Responsibilities

Staff at Coomera Rivers State School:

- do not require the student's consent to search school property such as lockers, desks or iPads 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 an iPad from a student are not authorised to unlock the iPad or to read, copy or delete messages stored on the iPad;
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);
- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

Parents of students at Coomera Rivers State School:

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
    - is prohibited according to the Coomera Rivers 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 Coomera Rivers 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 Coomera Rivers State School Code of Conduct
    - is illegal
    - puts the safety or wellbeing of others at risk
    - does not preserve a caring, safe, supportive or productive learning environment
    - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of iPads, 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 iPads. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning.

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

While our school uses technology to leverage learning there are times when the use of technology is not required. This is at the discretion of the school staff and is considered in their planning process. Our school does not use mobile phones as part of our learning programs. It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities.

Responsibilities

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

It is **acceptable** for students at Coomera Rivers State School to:

- use iPads or other devices for
    - assigned class work and assignments set by teachers
    - developing appropriate literacy, communication and information skills
    - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
    - conducting general research for school activities and projects
    - communicating or collaborating with other students, teachers, parents or experts in relation to schoolwork
    - accessing online references such as dictionaries, encyclopaedias, etc.
    - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a device
- seek teacher's approval where they wish to use a device under special circumstances.
- students are to store their iPad in the classroom iPads baskets when they are not in use.
- student who bring mobile phones to school are required to switch off their phone and hand it into the office upon arrival at school and are to collect it from the office after 2:30. The school will maintain a safe and effective storage facility.

It is **unacceptable** for students at Coomera Rivers State School to:

- use an iPad, mobile phone or other devices in an unlawful manner
- ignore teacher directions for the use of their device
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language

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

At all times students, while using either their own device or ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Coomera Rivers 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 iPad or mobile devices
    - schools may remotely access departmentally owned student computers, iPads 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.

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Coomera Rivers State School
Digital Devices Responsible User Agreement

When using digital devices, students of Coomera Rivers State School agree to:

General Use

- bring their own iPad to school each day, in a protective case.
- ensure their iPad is charged at the beginning of each school day.
- hold the iPad with two hands when carrying it and will walk with it at all times.
- keep food and drinks away from their iPad at school.
- immediately report any accidents or breakages to their teachers and parents.
- keep the iPad in their bag before and after school.
- only use their own iPad.
- follow all staff directions in relation to the use of their iPad.
- will switch off their mobile phone and hand it into the office upon arriving at school and collect it from the office at the end of each day.

Content

- use the iPad only to support their school learning program.
- not send messages, use non-school apps or share anything from their iPad unless they have permission from their teacher.
- only take photos, videos or sound recording of any student or teacher with permission from the teacher.
- only use apps or websites that their teacher has allowed them to go on.
- give their consent to teachers and parents to check and monitor that they have the correct apps installed, appropriate content and websites which they visit.
- regularly delete content not needed (photos, videos, apps) to ensure that there is enough storage on their iPad for learning.
- have the required settings on their iPad to ensure their learning is not restricted or disrupted. The following items will be turned off in the settings: iCloud drive, Messages, Facetime, Automatic updates.

Safety and Security

- whilst at school, only connect their iPad to Department of Education's filtered Internet service, Education Queensland's Managed Internet Service. When devices are used at home, parents are advised to monitor student online activity.
- only go to websites at school that support their learning activities.
- only use their school email account for mail related to their learning.
- not reveal names, personal details or images of myself or others, online or in electronic communication unless it is safe and they are authorised to do so (parents and students are encouraged to visit the government eSafety site at https://www.esafety.gov.au/ and discuss online safety and privacy with their child).
- ensuring that the school name, crest or uniform must not be used in any way which would result in a negative impact for the school and its community.
- not to share account names and passwords with anyone unless requested by their teacher or parent.
- be responsible for the security and use of their iPad while at school.

- follow the above expectations with school owned digital devices, as well as their own personal device.

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Preventing and Responding to Bullying

Coomera Rivers State School uses the Australian Student Wellbeing Framework to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

1. **Leadership**
   The Principal and school leaders play 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 participate 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 collaborate as partners with the school to support student learning, safety and wellbeing.

5. **Support**
   School staff, students and families share and cultivate an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

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.

Coomera Rivers State School has a Student Leadership Program, with diverse representatives from each year level from Years 3-6 meeting regularly with a school Executive Team member to promote strategies to improve student wellbeing, safety and learning outcomes. The core elements of the Australian Student Wellbeing Framework are taken into consideration for any project or initiatives that the Student Leadership Program promotes.

A priority for the Student Leadership Program 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 Coomera Rivers State School we believe students should be at the forefront of advising

fellow students and staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts. To give students this voice, through the Student Leadership Program, two Year 6 students are elected into the leadership role of 'Cyber Safety Agents'. Their aim is to educate fellow students on safe online behaviours by providing regular advice and feedback on how to be safe and respectful when working and playing in the digital world.

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

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Coomera Rivers State School – Bullying response flowchart

This flowchart explains the actions Coomera Rivers State School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. It is used to support both the victim and the perpetrator of bullying. Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly communicated with the student and family.

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher, Executive team (Deputy Principal, Head of Inclusion, Principal)

First hour Listen

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

Day one Document

- Ask the student for examples they have of the alleged bullying (e.g. handwritten notes or screenshots)
- Write a record of your communication with the student on Office Referral form
- An Executive team member checks back with the student to ensure the facts are correct
- Office Administration enters the record in OneSchool
- Parents are notified of the issue of concern and the intended investigation

Day two Collect

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

Day three Discuss

- An Executive team member evaluates the information to determine if bullying has occurred or if another disciplinary matter is at issue in consultation with other members of the Executive team
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about Guidance officers involvement
- Agree to a plan of action and timeline for the student, parent and yourself

Day four Implement

- An Executive team member documents the plan of action in OneSchool – attach plan in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from Student Support Team, if needed

Day five Review

- An Executive team member meets with the student to review situation. Maintain a documented record in OneSchool.
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes and contact with parent in OneSchool

Ongoing Follow up

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

Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher, Deputy Principal or Principal. This can be in person, by phone call or email.

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

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

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Coomera Rivers 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?

YES OR NO

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

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

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

YES

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

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

NO

Inform the student's parent/s (and student if appropriate) of their options:

1. Report the incident to an external agency such as police, Office of the eSafety Commissioner or the Australian Cybercrime Online Reporting Network.
2. Report the online content/behaviour using the online tools provided by the website or app.

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

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

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

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

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

OR

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

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

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

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Cybersafety and Reputation Management (CRM)

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

This team provides **direct support for schools** to respond to concerns of inappropriate online behaviour and misuse of information and communication technology. The team provides a guide for parents with important information about cybersafety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour. The team has also developed a Cyberbullying and reputation management (Department employees only) resource to assist Principals in incident management.

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

Student Intervention and Support Services

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

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Team 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 Coomera Rivers 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 detention, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

Coomera Rivers State School – Anti-Bullying Agreement

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

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Coomera Rivers State School
Anti-Bullying Agreement

We agree to work together to improve the quality of relationships in our community at Coomera Rivers 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.

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.

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 my parent, a teacher, or school administrator when bullying does occur.

I have read and discussed with my child the;

☑ Coomera Rivers State School Digital Device Responsible User Agreement
☑ Coomera Rivers State School Anti-Bullying Agreement

My child agrees to abide by the guidelines outlined above as well as the policies and processes within the Coomera Rivers Student Code of Conduct. They understand and accept that breaching the expectations of this agreement may result in consequences in alignment with the Coomera Rivers Student Code of Conduct.

Student Name: _____ Date: _____

Parent Signature: _____

Principal Signature: _____

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Appropriate use of Social Media

The internet, iPads 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. The school strongly recommends that students under the age of 13 to not use social media platforms without direct supervision from their parent.

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.

The school has a single official Facebook page which is moderated by the Coomera Rivers P&C association. The school has a single official Twitter account which is moderated by the school Executive Team.

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.

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

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

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

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- As a parent you are responsible for 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.

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

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Restrictive Practices

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

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

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

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

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

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

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

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

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

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Critical Incidents

It is important that all school staff have a consistent understanding of how to respond in emergencies involving student behaviour that seriously endangers the student or others. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe. A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action (e.g. in the community, on the road). The aim in these situations is to bring the behaviour of the student under rapid and safe control. It is not a time to try and to punish or discipline the student; it is a crisis management period only.

If a staff member feels that they need help immediately they are to call the office and request 'a red folder' (urgent support). The office staff will call over the intercom and say, "Please return the red folder to (insert class here)". Teaching staff trained in MAPA (Management of Actual or Potential Aggression) who are able to support should attend the classroom if safe to do so. Assistant Teachers trained in MAPA are able to attend if they are in the affected sector of the school. When staff arrive, a person will be determined as the case manager of the situation. Please take instruction from the person identified as to what assistance you may be able to provide.

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

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

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

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

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

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

5. Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

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Related Procedures and Guidelines

These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with student's 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

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Legislative Delegations

Legislation

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

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

Delegations

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

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

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

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

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Raising a Concern

Coomera Rivers State School staff are committed to ensuring every person is supported to feel safe, respected and valued as a learner 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
- let us know if something changes, including if help is no longer needed.

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

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

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

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

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

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

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

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

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

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Resources

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

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